

VISIT...

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READING
Triumphs
INTERVENTION

GRADE 1

Practice Book

Annotated Teacher's Edition

- Phonemic Awareness
- Phonics
- High-Frequency Words
- Comprehension
- Take-Home Stories





Dear Family Member or Caregiver:

Welcome! This year your child will be building important reading skills. By working together, you and your child can become partners in learning.

Each week your child will bring home a Take-Home Story for the two of you to read together and discuss. You can help your child review vocabulary words and practice key reading skills taught that week.

Your interest, praise, and encouragement are sure to lead to your child's success in school. Here's to an exciting year of learning!

Yours truly,

B

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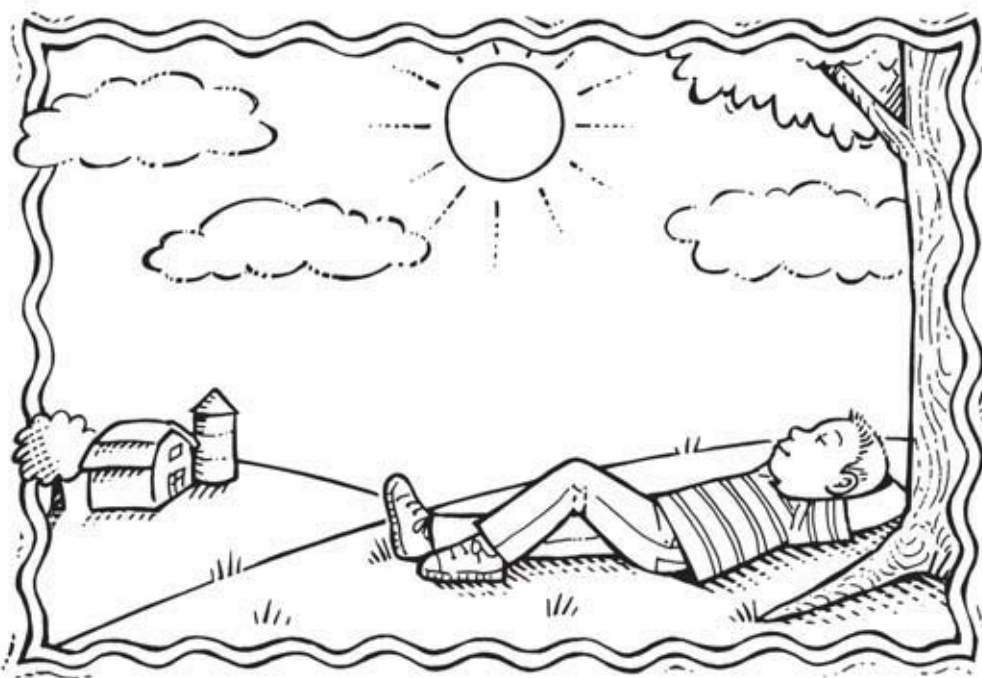
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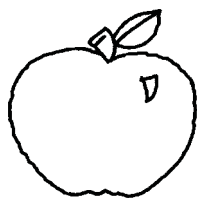
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Name _____

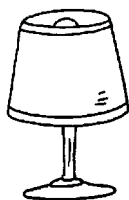
Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



a

2.



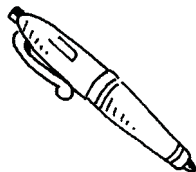
l

3.



m

4.



p

5.

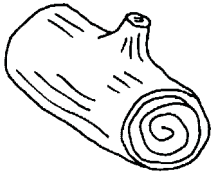


t

Name _____

Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



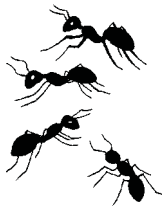
l

2.



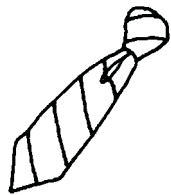
p

3.



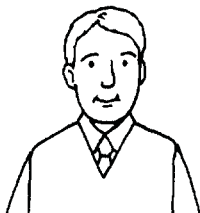
a

4.

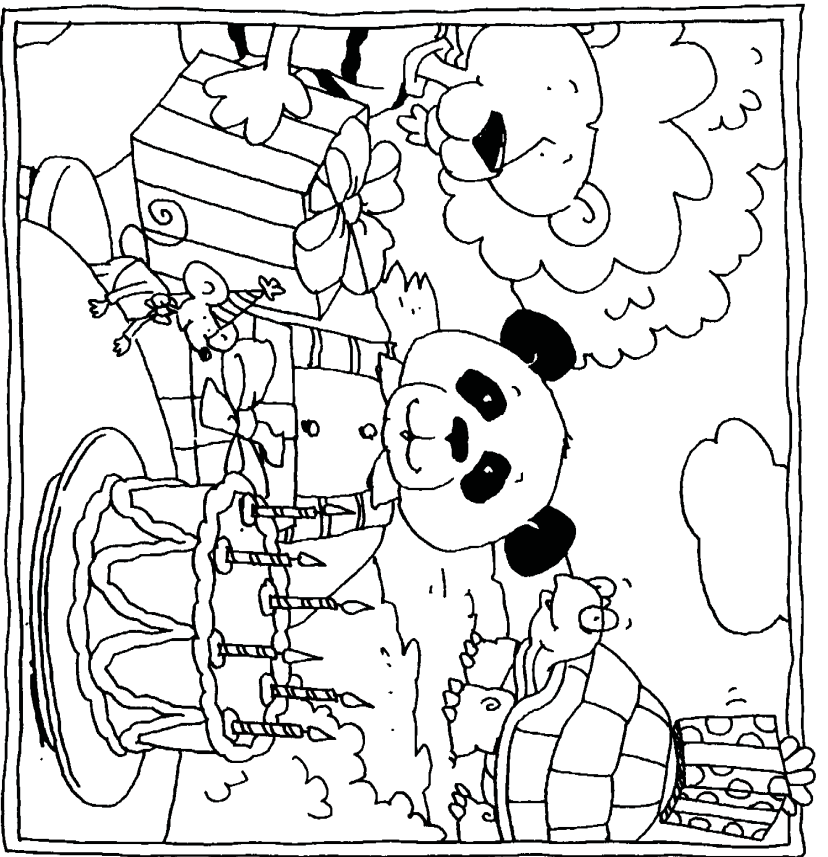


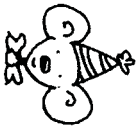
t

5.



m



I am a  .
mouse

High-Frequency Words:
Circle the words I and a
in the story.



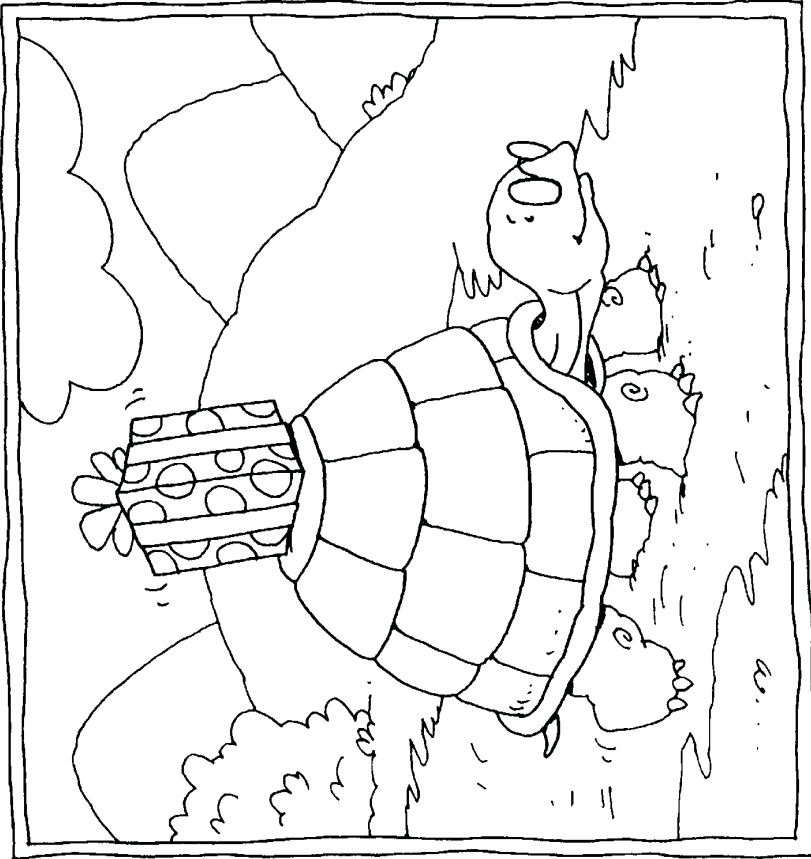
At Home: Ask your
child to read the
book aloud to you.

4

I Am



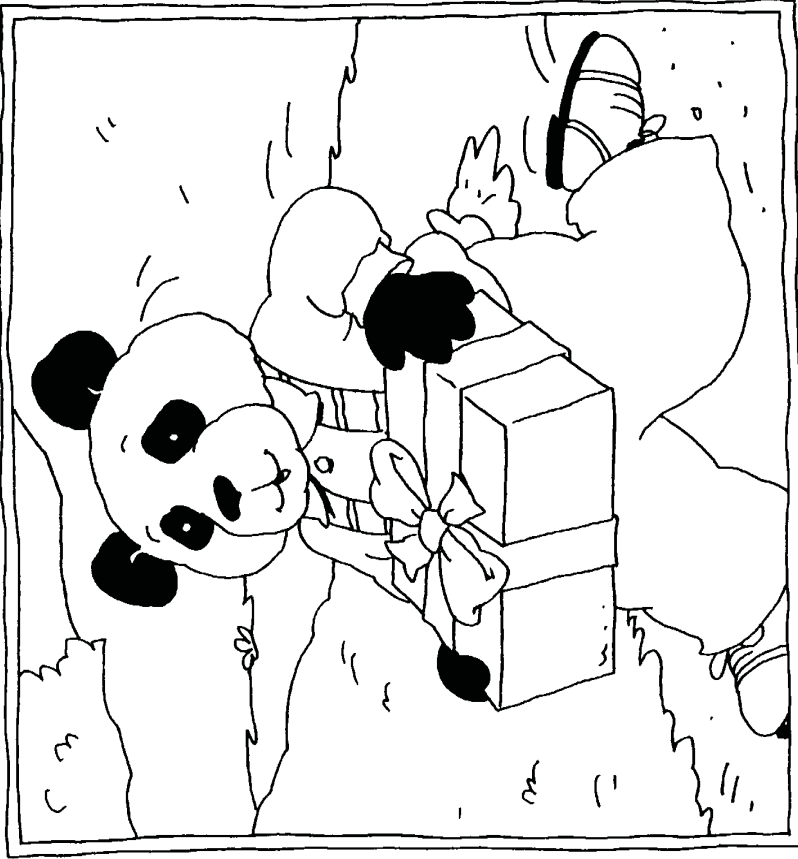
I am a  .
lion



I am a  .
turtle

Phonics: Circle the animals that have two syllables in their names.

2



I am a  .
panda

© Macmillan/McGraw-Hill

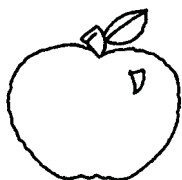
Comprehension: Where are the animals going?

3

Name _____

A. Say the name of the picture. Listen to the beginning sound. Then write the letter.

1.



a

2.



t

3.



m

B. Blend the sounds and say the word. Write the word.

1.

am



2.

at



Name _____

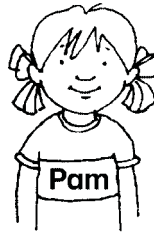
Blend the sounds and say the word. Write the word.

1. **am**



2. **Pam**



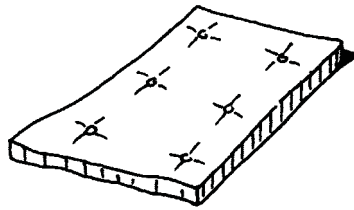


3. **at**



4. **mat**







I like



peanuts.

High-Frequency Words:

Circle the words I and like in the story.



At Home: Ask your child to read the book aloud to you.

I Like



I like



trees.



I like .
leaves

Phonics: Find something in the story that starts with **m**. Color it brown.

2



I like .
monkeys

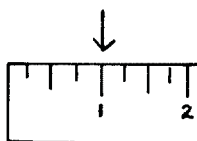
Comprehension: What is in the tree house?

3

Name _____

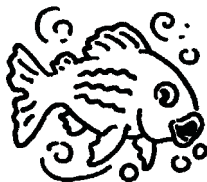
Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



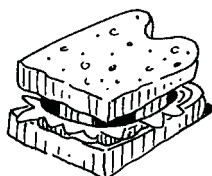
_____ **i** _____

2.



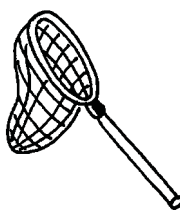
_____ **f** _____

3.



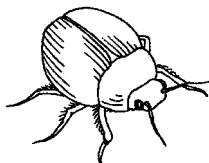
_____ **s** _____

4.



_____ **n** _____

5.

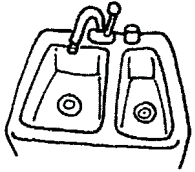


_____ **b** _____

Name _____

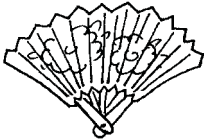
Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



s

2.



f

3.



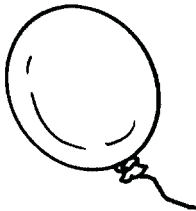
i

4.

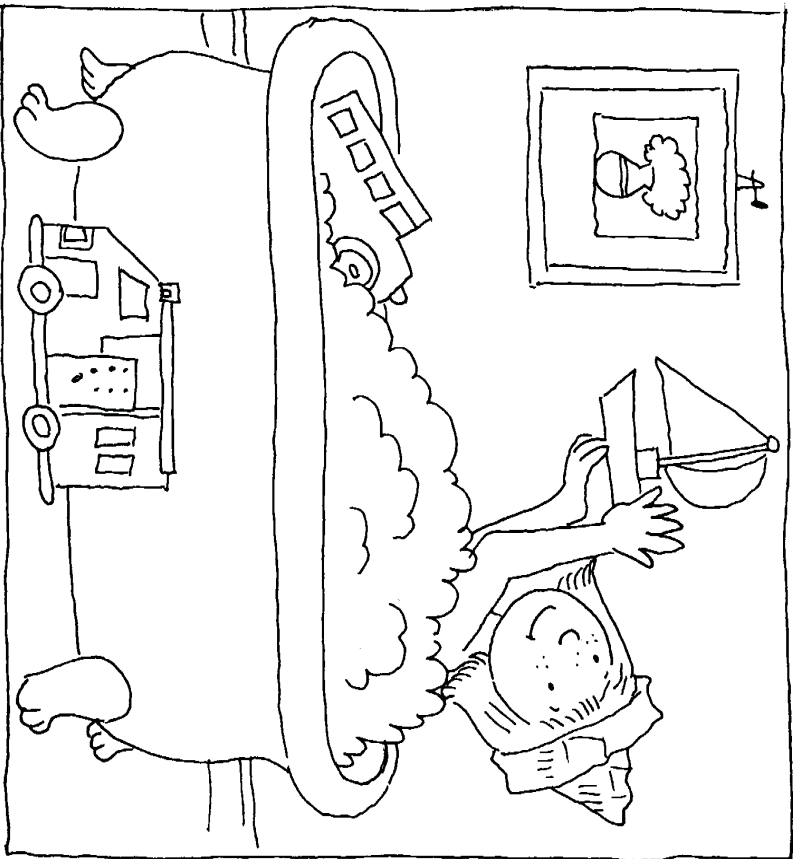


n

5.



b



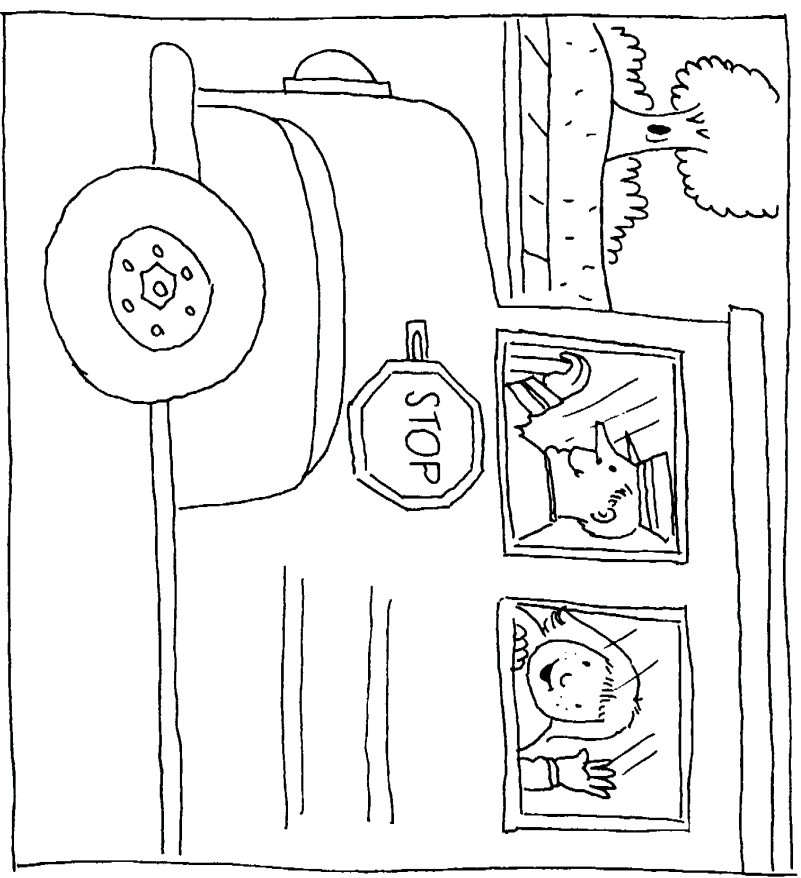
I am in a  !
bathtub

High-Frequency Words:
Circle the word in in the
story.

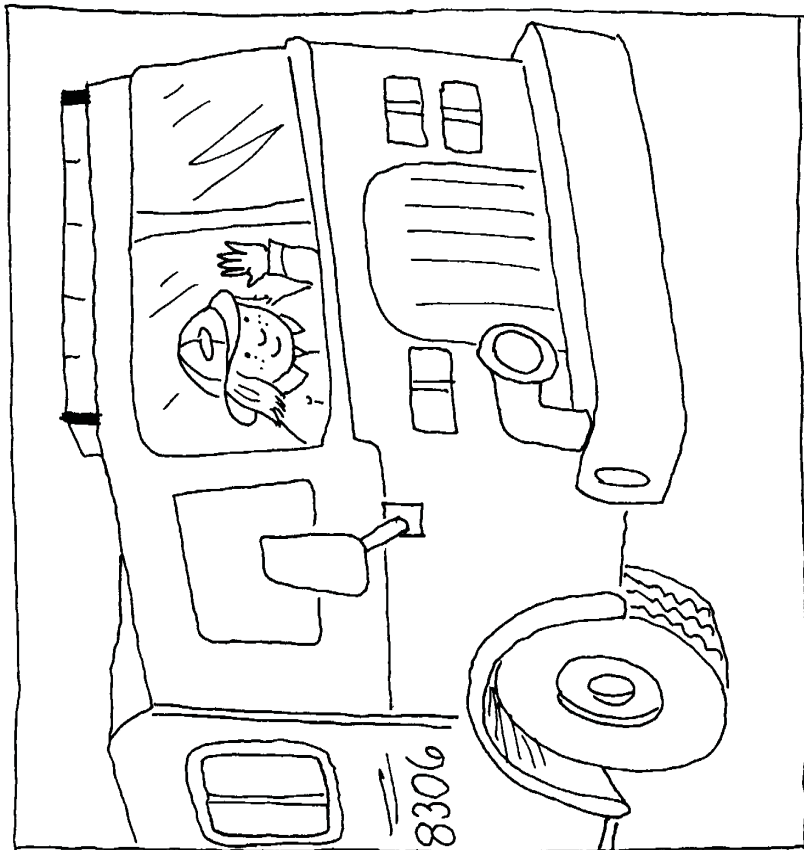


At Home: Ask your
child to read the
book aloud to you.

I Am in It



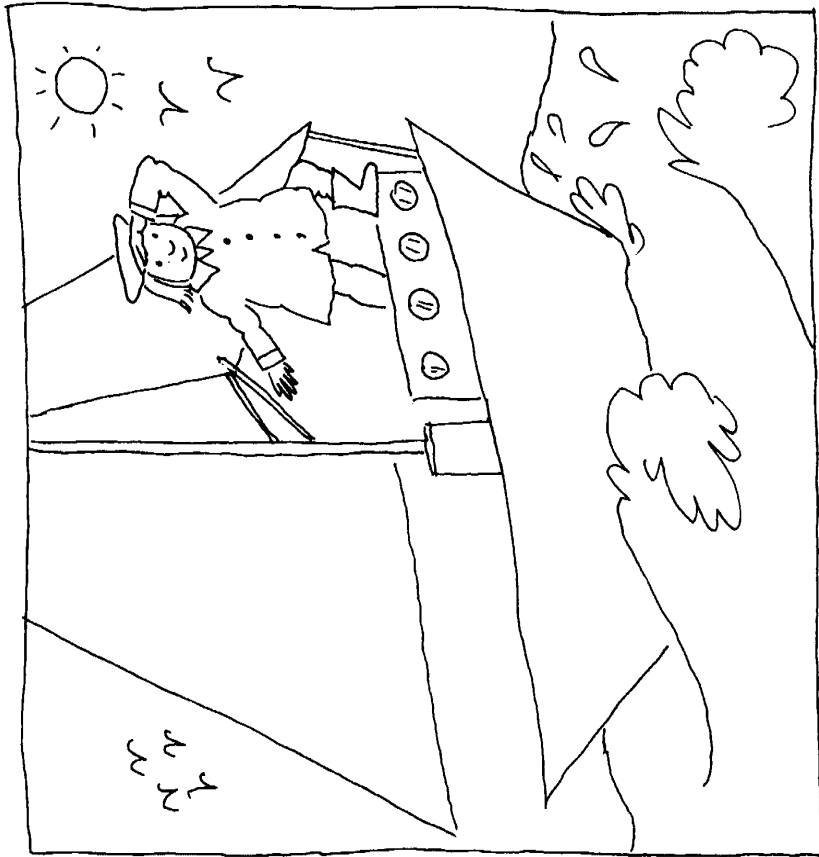
I am in a  .
school bus

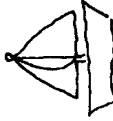


I am in a  .
fire truck

Phonics: Find two things in the story that start with **b**. Color them blue.

2



I am in a  .
boat

Comprehension: Where is the girl?

3

Name _____

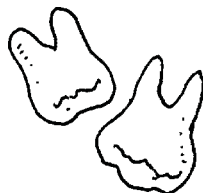
A. Say the name of each picture. Listen to the beginning sound. Then write the letter.

1.



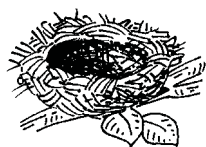
i _____

2.



t _____

3.



n _____

B. Blend the sounds and say the word. Write the word.

1.

in



2.

it



Name _____

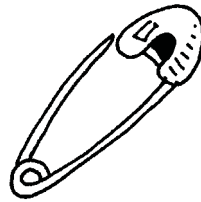
Blend the sounds and say the word. Write the word.

1. in



2. pin



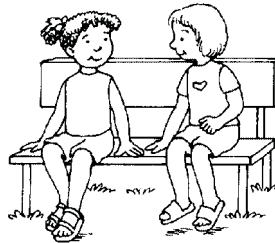


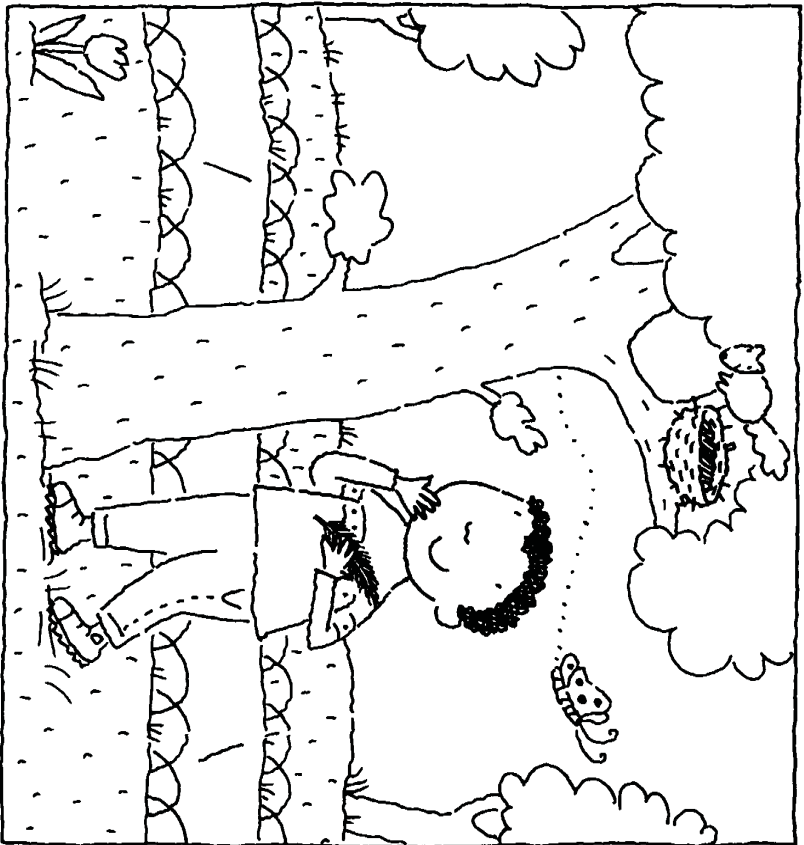
3. it



4. sit







I see a  nest.

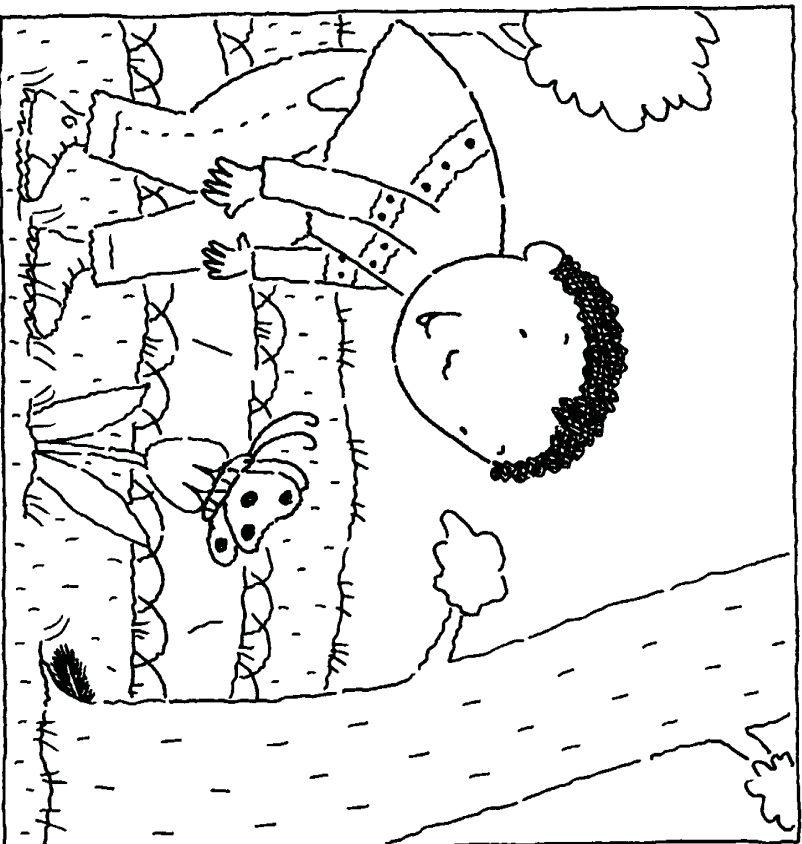
I like it!

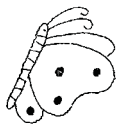
High-Frequency Words:
Circle the word see in the story.



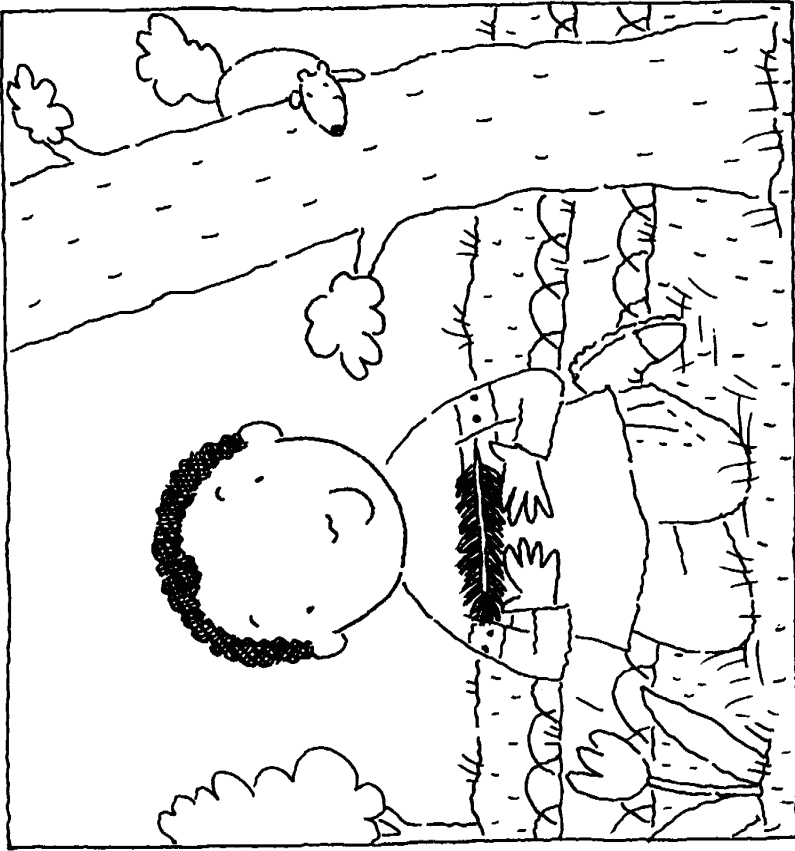
At Home: Ask your child to read the book aloud to you.

I Like It



I see a  butterfly.

I like it!

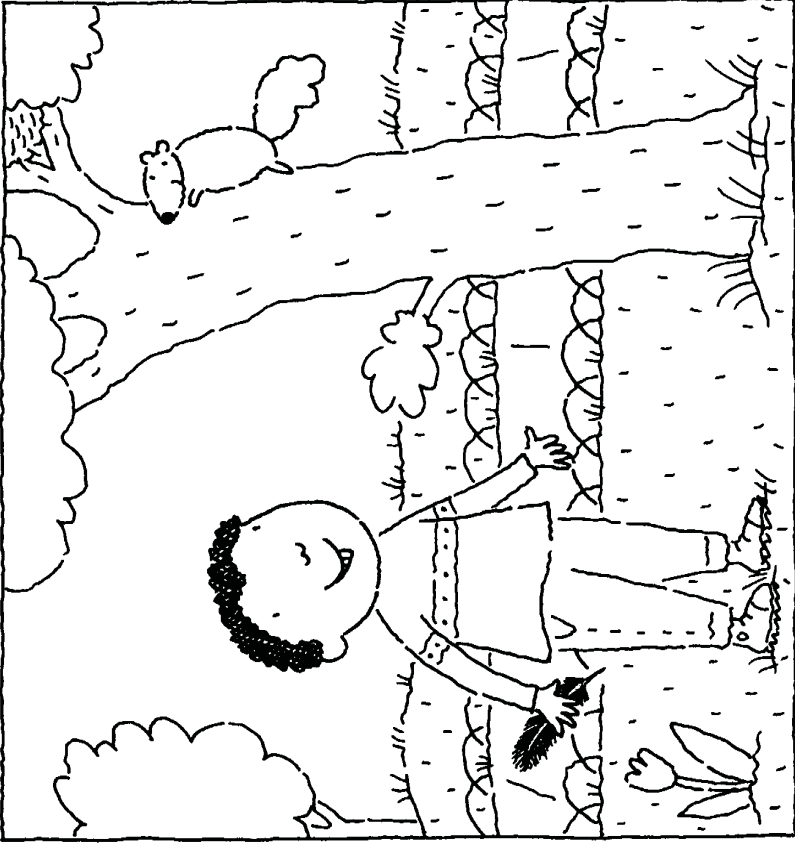


I see a .
feather

I like it!

Phonics: Find something in the story that has three syllables in its name. Color it purple.

2



I see a .
squirrel

I like it!

Comprehension: What is the boy looking at?

3

Name _____

Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



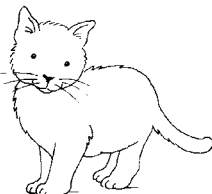
d

2.



o

3.



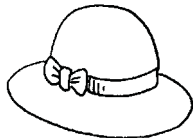
c

4.



r

5.

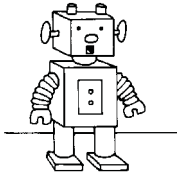


h

Name _____

Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



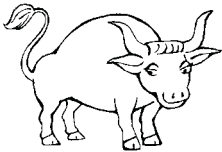
r

2.



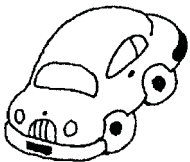
d

3.



o

4.



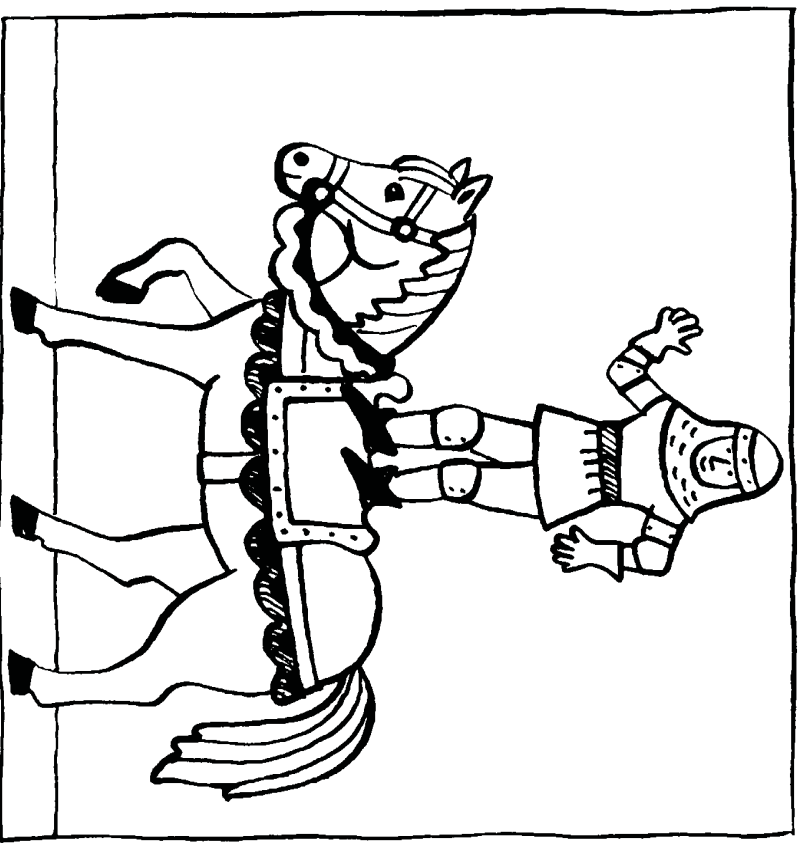
c

5.

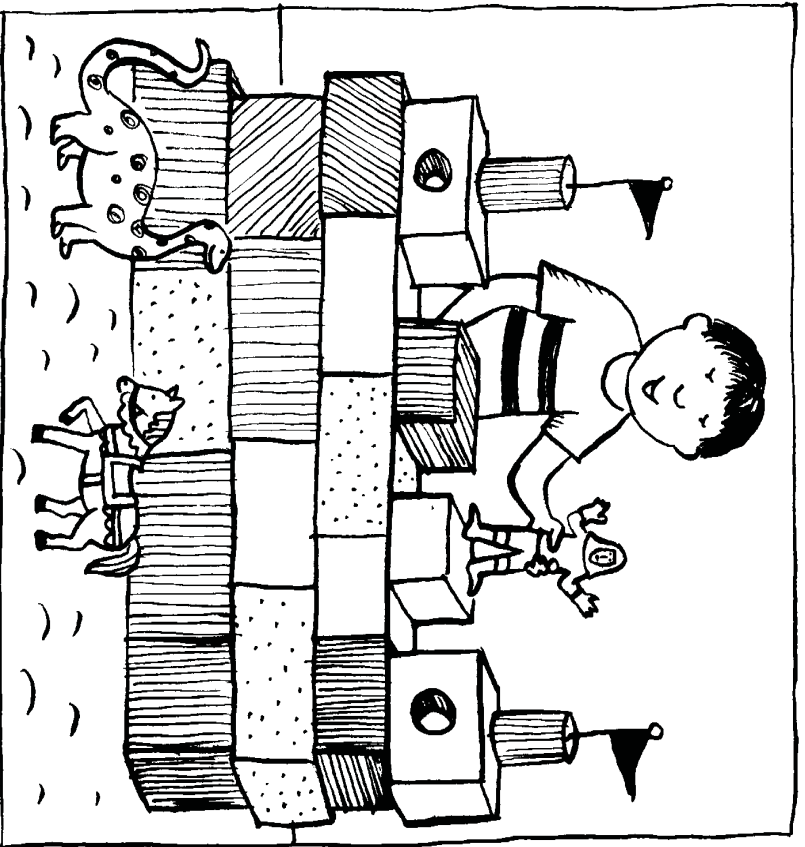


h

On the Horse



I am on the  .
horse

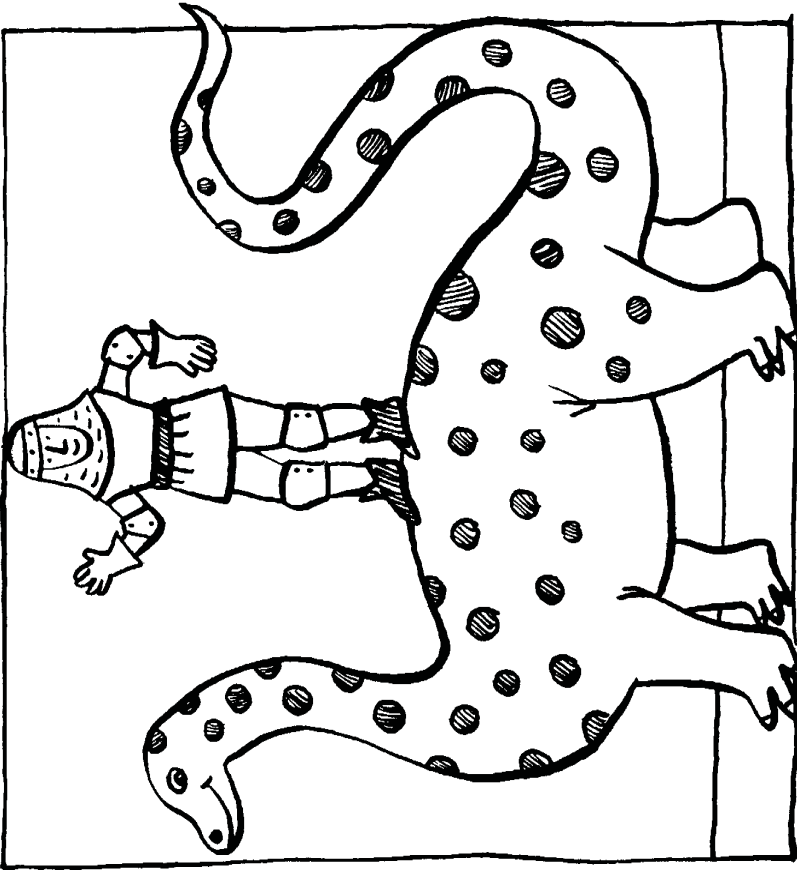


I am on the  .
castle



At Home: Ask your child to read the book aloud to you.

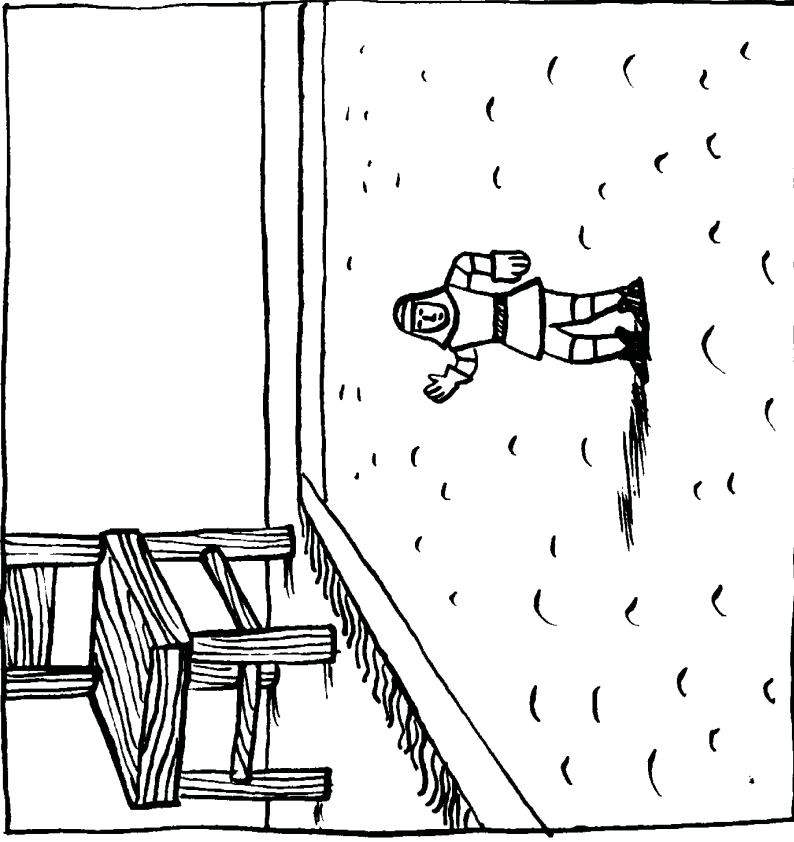
High-Frequency Words:
Circle the word the in the story.



I am on the  .
dinosaur

Phonics: Find something in the story that rhymes with **bug**. Circle it.

2



I am on the  .
rug

Comprehension: How did the toy get from the dinosaur to the rug?

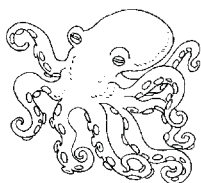
© Macmillan/McGraw-Hill

3

Name _____

A. Say the name of each picture. Listen to the beginning sound. Then write the letter.

1.



2.



B. Blend the sounds and say the word. Write the word.

1. on



Name _____

Blend the sounds and say the word. Write the word.

1. **on**



2. **top**





3. **mop**



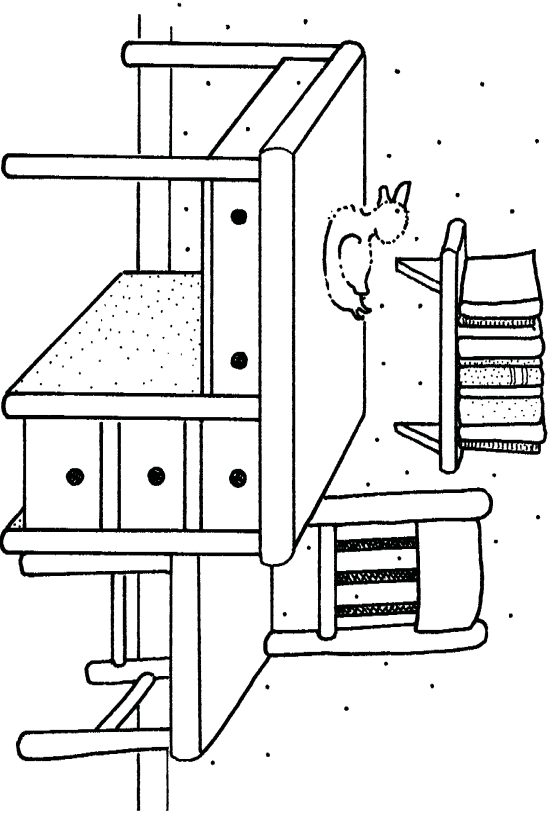


4. **stop**



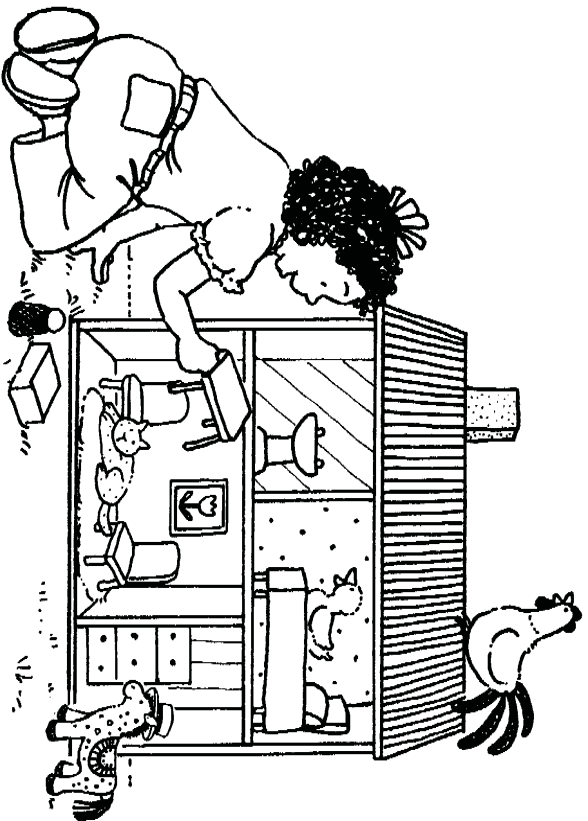


I See

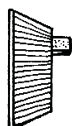


I see the  .
duck

It is on a  .
desk



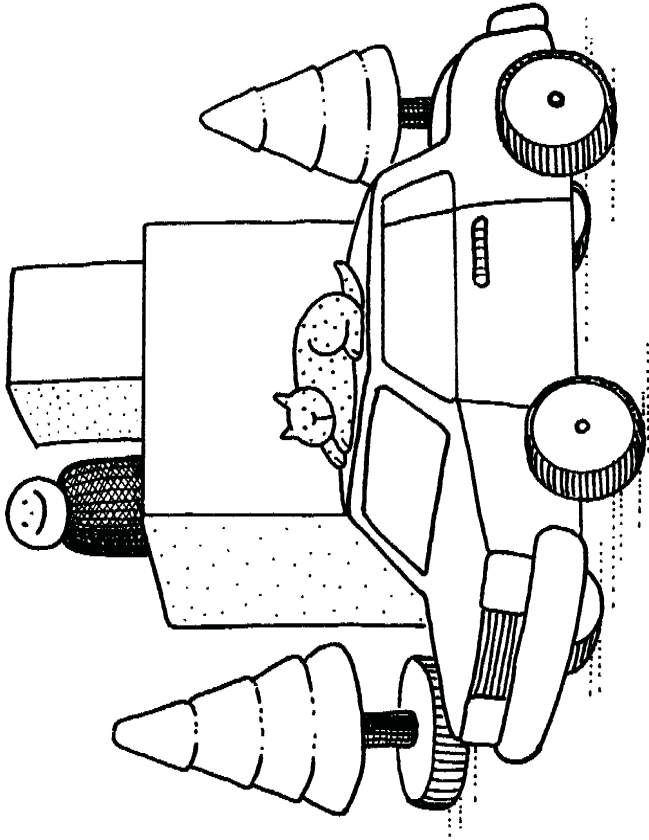
I see the  .
rooster

It is on a  .
roof

High-Frequency Words:
Circle the word the in the story.



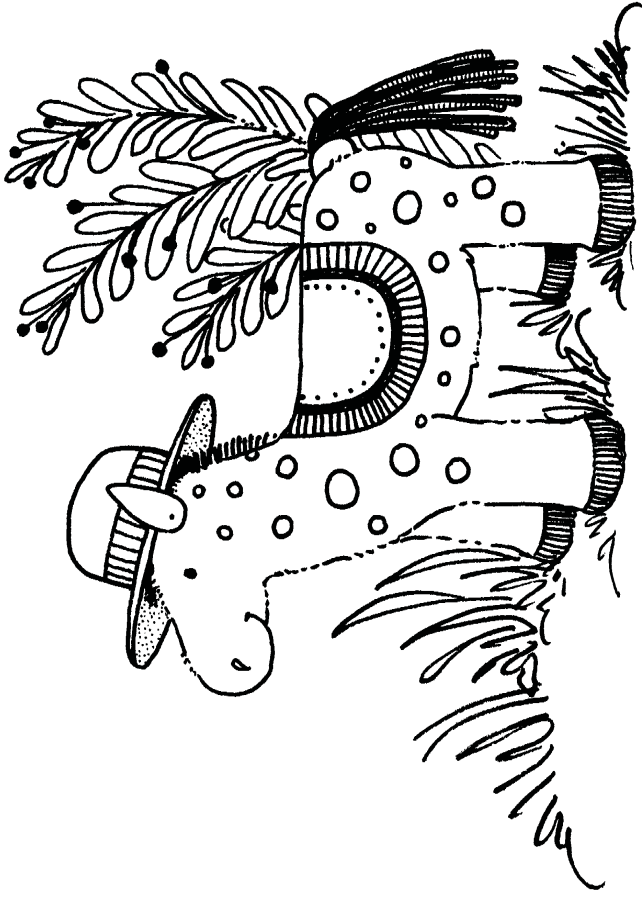
At Home: Ask your child to read the book aloud to you.



I see the  .
cat

It is on a  .
car

Phonics: Find two things in the story that rhyme with **rat**. Circle them.



I see the  .
hat

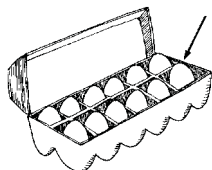
It is on a  .
horse

Comprehension: Who put the animals in the dollhouse?

Name _____

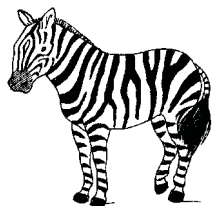
Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



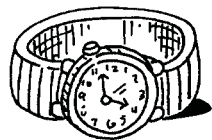
e

2.



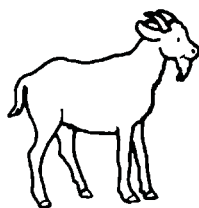
z

3.



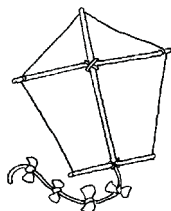
w

4.



g

5.

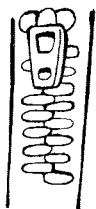


k

Name _____

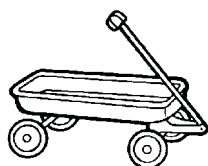
Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



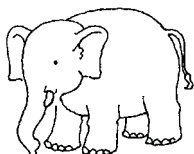
z

2.



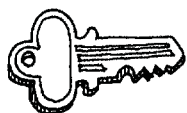
w

3.



e

4.



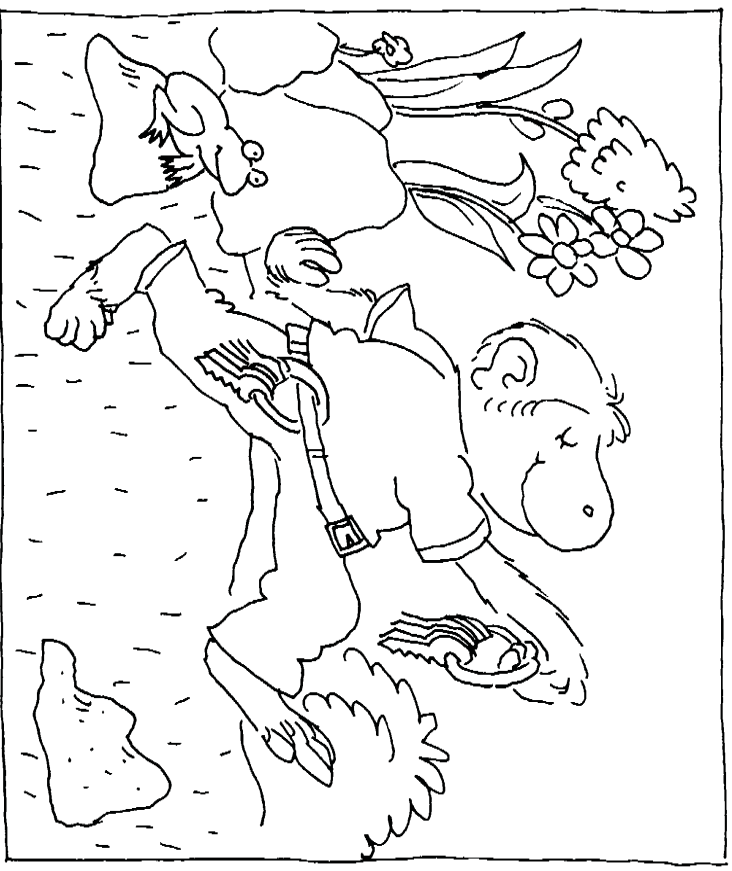
k

5.



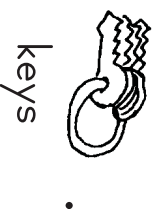
g

I Like



I am Ed.

I like



keys



I am Ed.

I like



watermelon

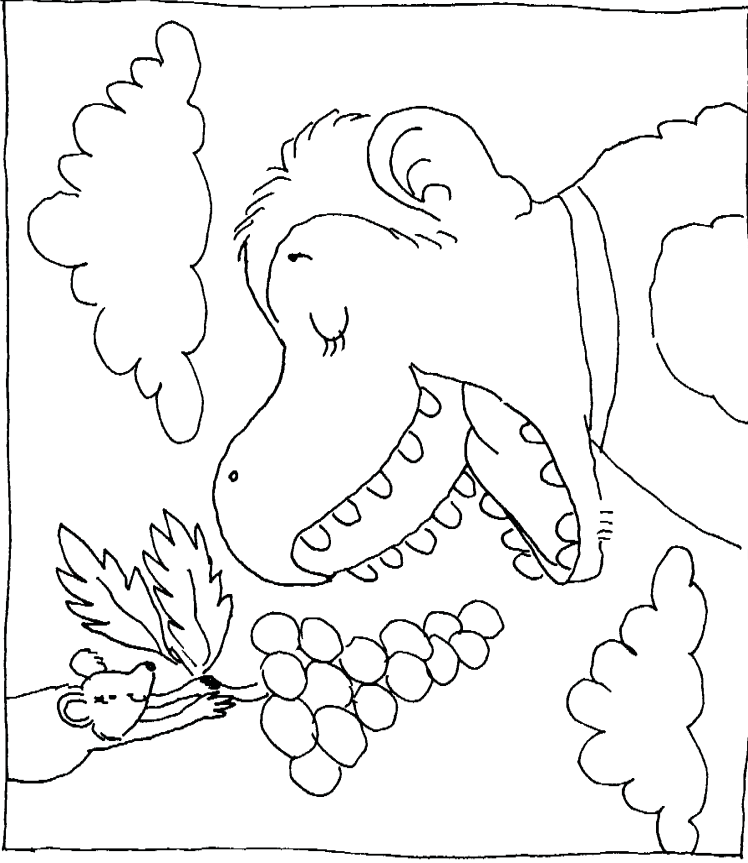




I am Ed.

I like  .
zebras

Phonics: Find something in the story that rhymes with **sees**. Circle it.



I am Ed.

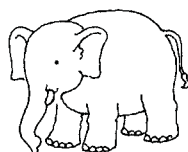
I like  .
grapes

Comprehension: What does Ed like to eat?

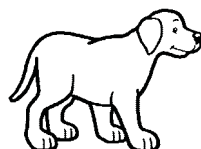
Name _____

A. Say the name of the picture. Listen to the beginning sound. Then write the letter.

1.

_____
e _____

2.

_____
d _____

B. Blend the sounds and say the word. Write the word.

1.

Ed

_____

Name _____

Blend the sounds and say the word. Write the word.

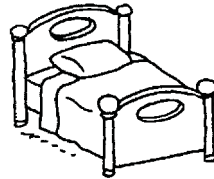
1. **Ed**





2. **bed**





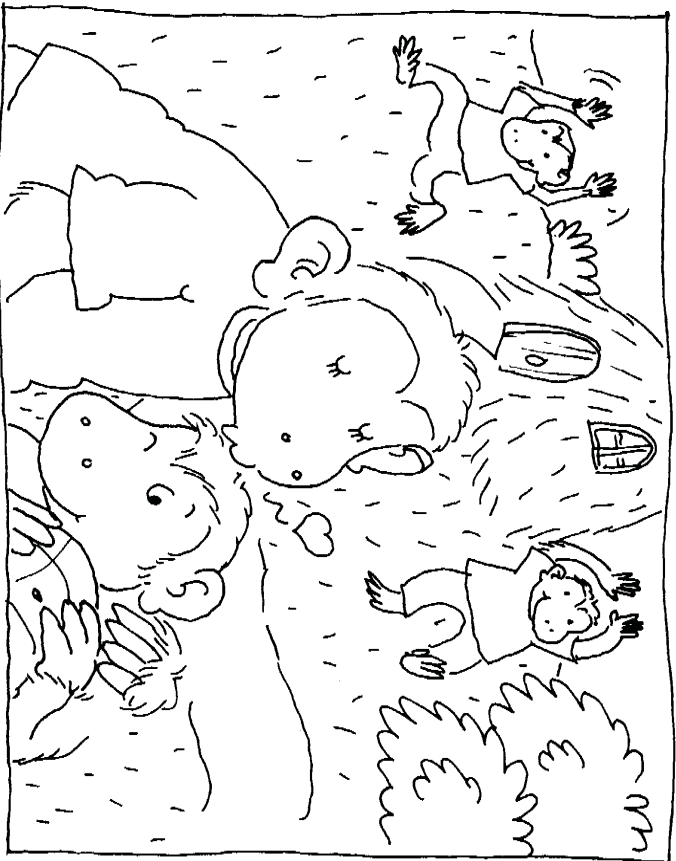
3. **red**



4. **fed**

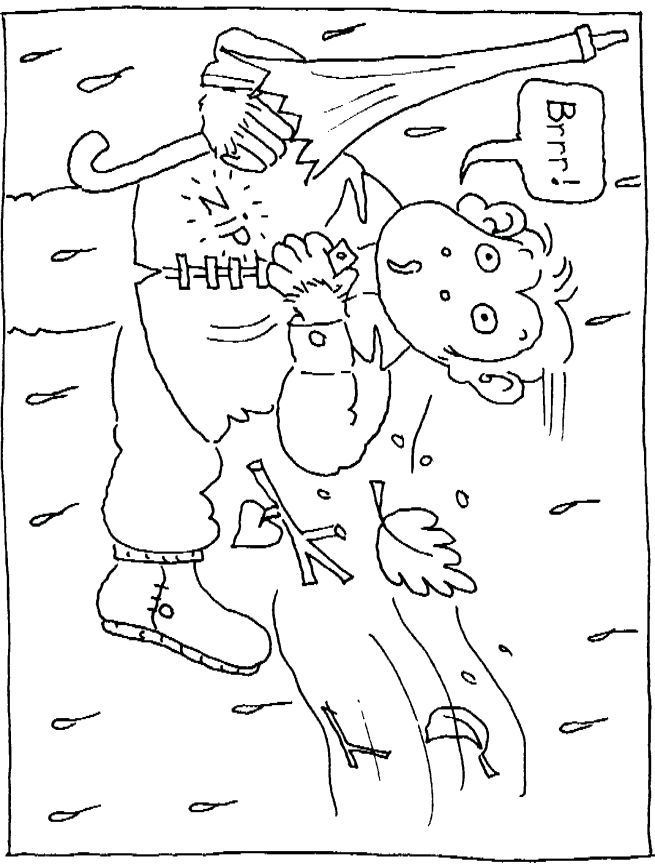


I Can



I am Ed.

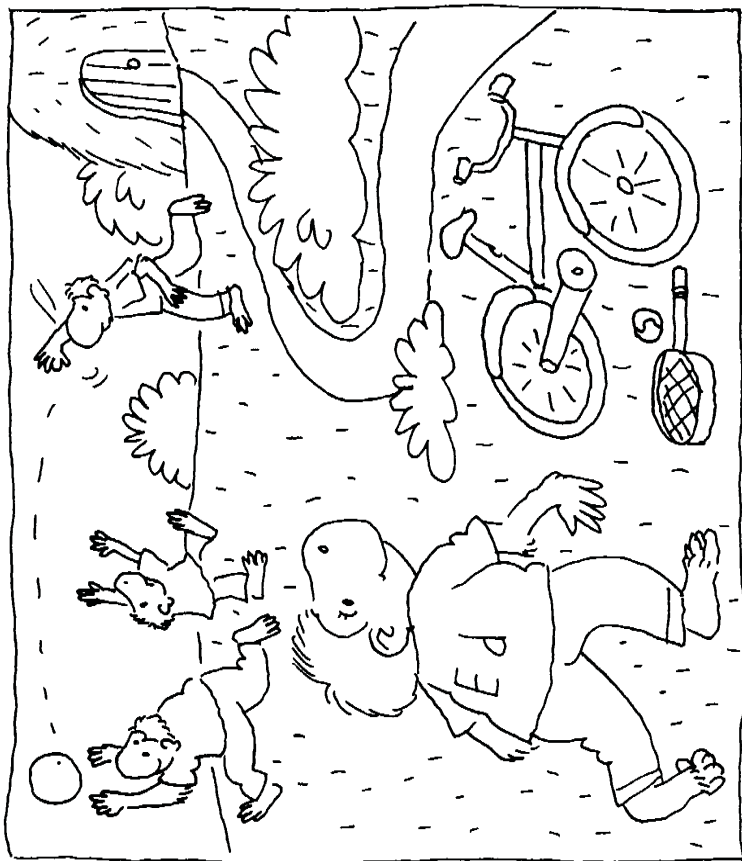
I can  .
kiss



I am Ed.

I can  .
zip



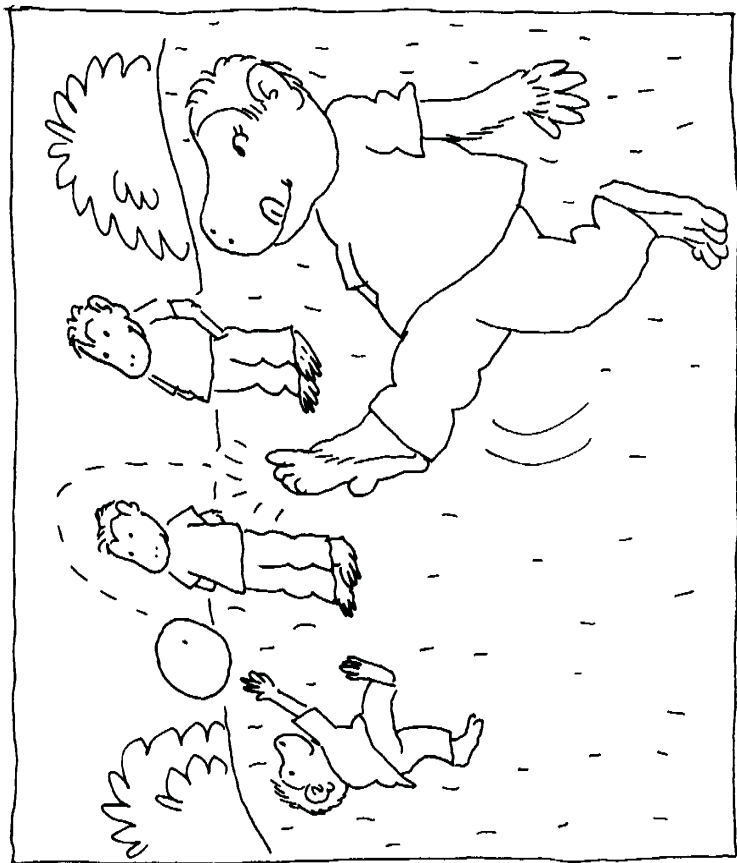


I am Ed.

I can  walk
with k.

Phonics: Circle the words that begin with k.

2

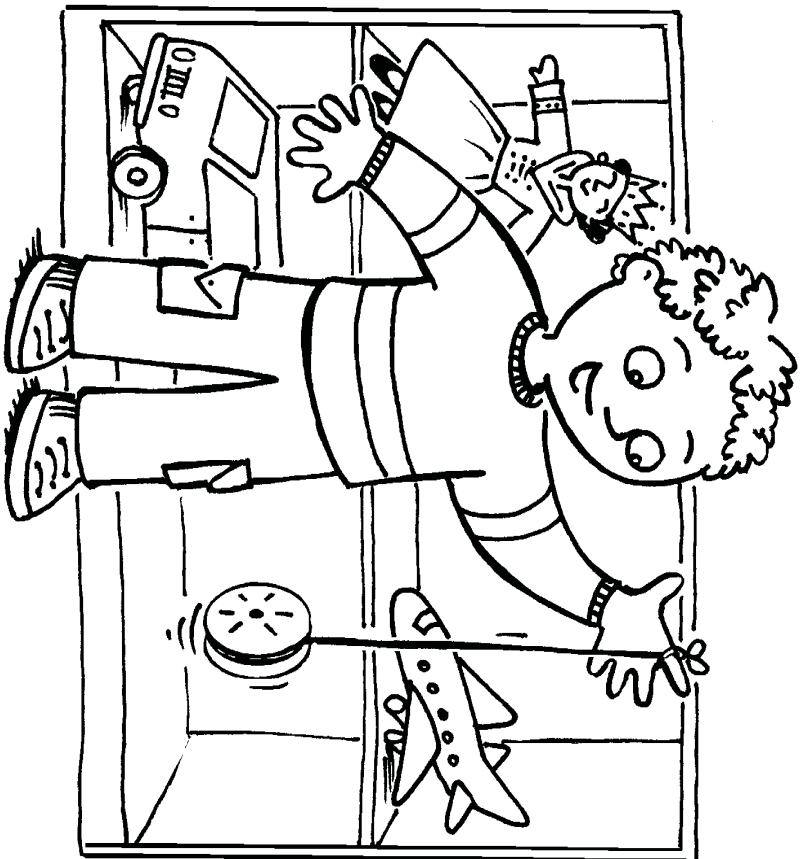


I am Ed.

I can  kick

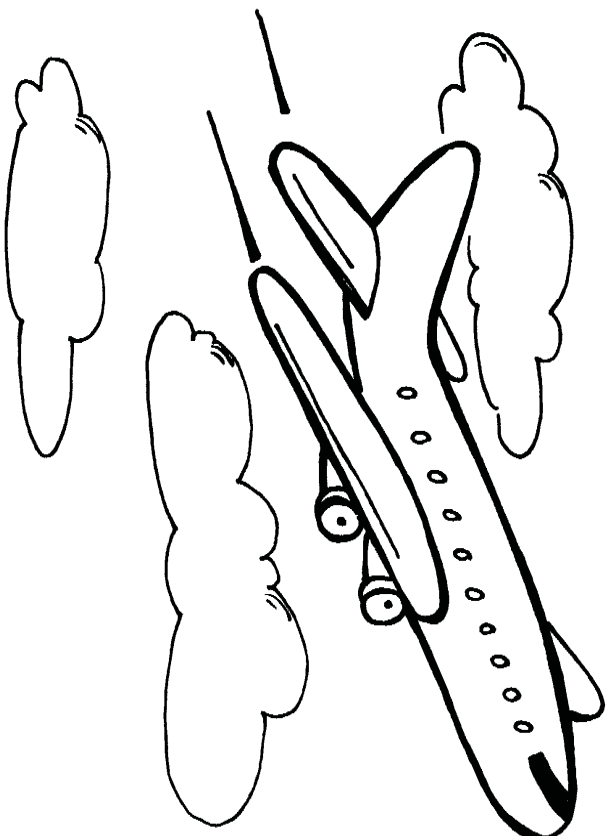
Comprehension: What is Ed playing?

3



A  can go up.
yo-yo

Go Up



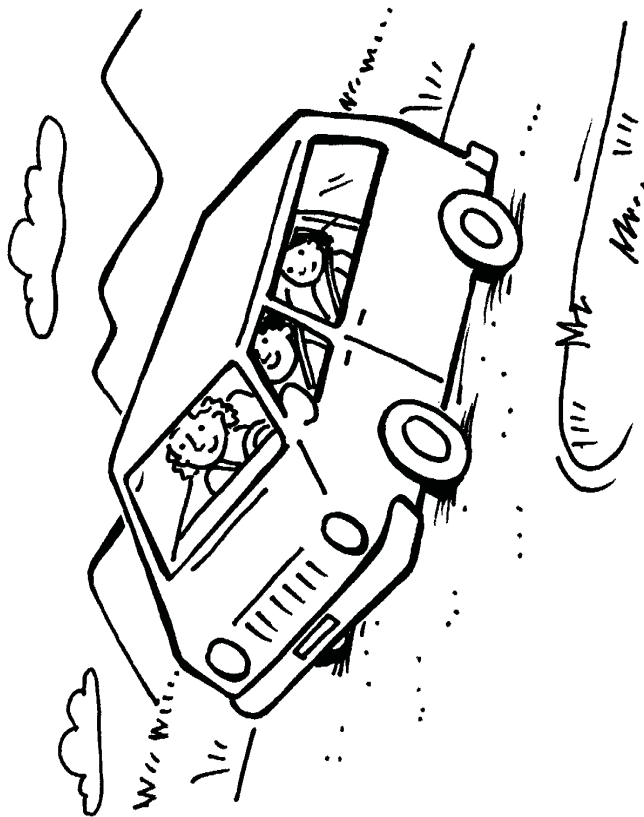
A  can go up.
jet

4

High-Frequency Words:
Circle the word go in
the story.

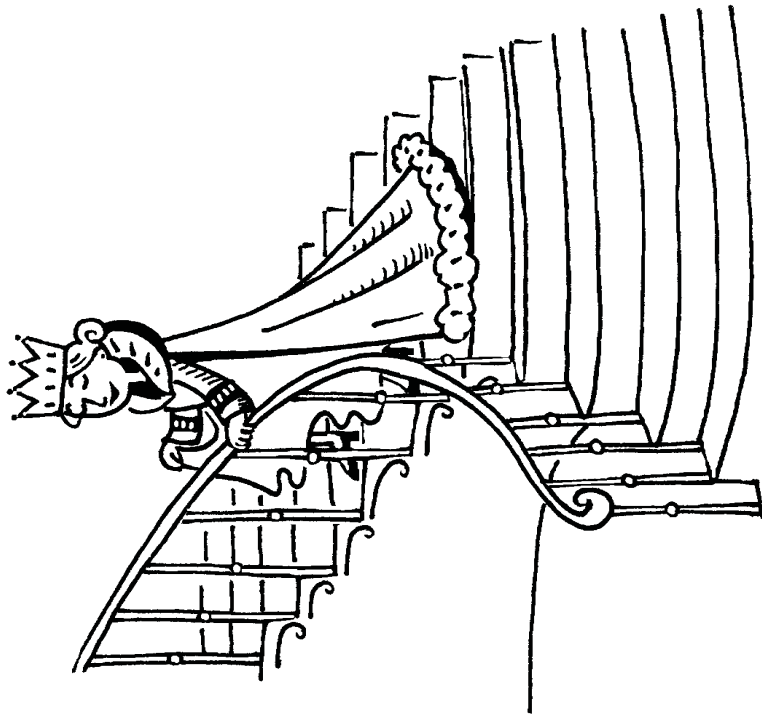


At Home: Ask your
child to read the
book aloud to you.



A  can go up.
van

Phonics: Find something in the story that rhymes with **green**. Circle it.



A  can go up.
queen

Comprehension: How does the queen go up?

Name _____

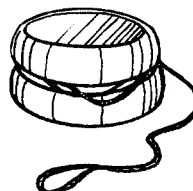
A. Say each picture name. Write the letter that stands for the sound at the beginning of its name.

1.



u

2.



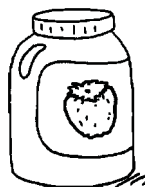
y

3.



q

4.



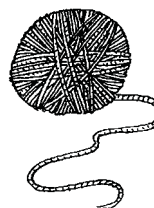
j

5.



v

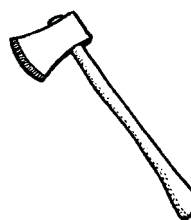
6.



y

B. Say each picture name. Write the letter that stands for the sound at the end of its name.

1.



x

2.

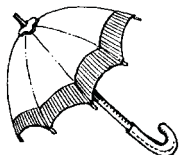


x

Name _____

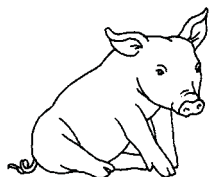
A. Say the name of the picture. Listen to the beginning sound. Then write the letter.

1.



u _____

2.

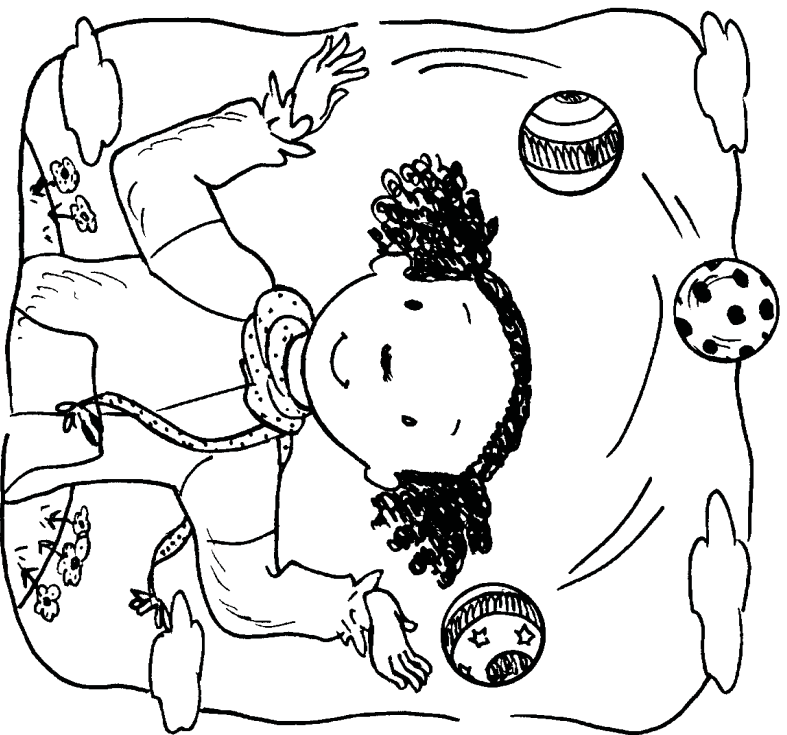


p _____

B. Blend the sounds and say the word. Write the word.

1.

up →



I can
juggle .

Can you?



I can
jump .

Can you?



Can You?



I can  .
yell

Can you?

Phonics: Find two words in the story that begin with j. Underline them.

2



I can  .
quilt

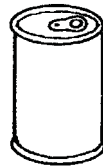
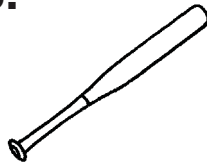
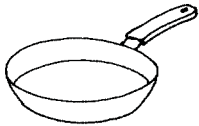
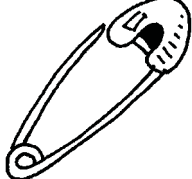
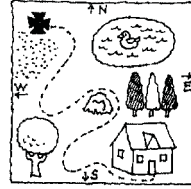
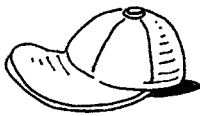
Can you?

Comprehension: Who is the girl making a quilt for?

3

Name _____

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

cat

Say each picture name. Write a next to the picture if its name has the a sound as in “cat.”

1.



2.



3.



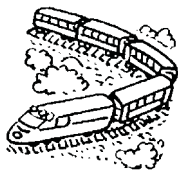
4.



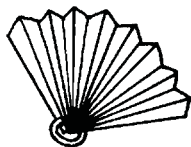
5.



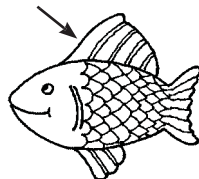
6.



7.



8.



Name _____

A. Read the words in the box. Write one word on each line.

jump

and

not

I

1. _____
_____ **jump** _____

2. _____
_____ **and** _____

3. _____
_____ **not** _____

4. _____
_____ **I** _____

B. Use a word from the box to finish each sentence.

1. Pam can _____ **jump** _____ .



2. Pam and _____ **I** _____ can jump.

3. Pam ran _____ **and** _____ ran.



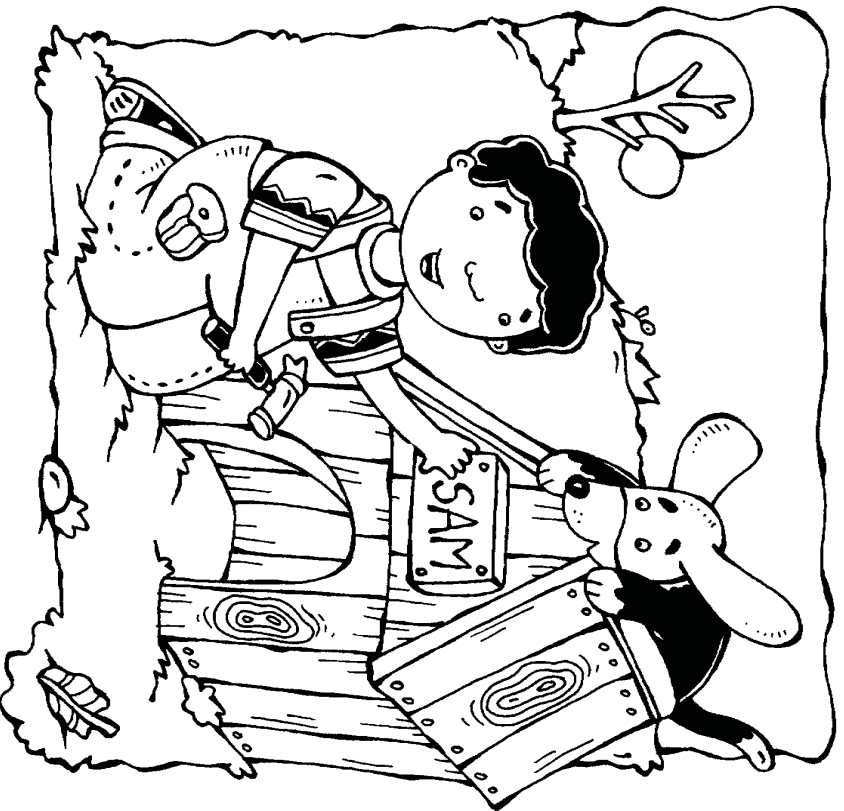
4. Pam can _____ **not** _____ nap.

Name _____

The **characters** are the people or animals in the story.
The **setting** is where the story takes place.

As you read “Sam Can Nap,” fill in the Character and Setting Chart.

Setting	What the Characters Do There



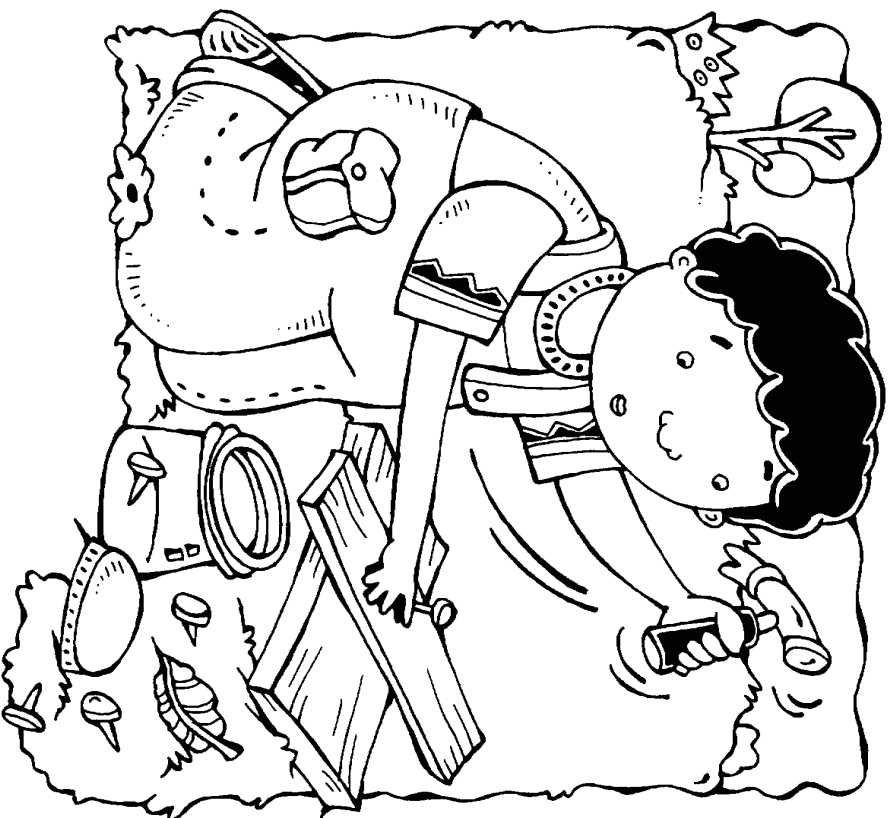
Sam can jump!

High-Frequency Words:
Circle the words not and
jump in the story.

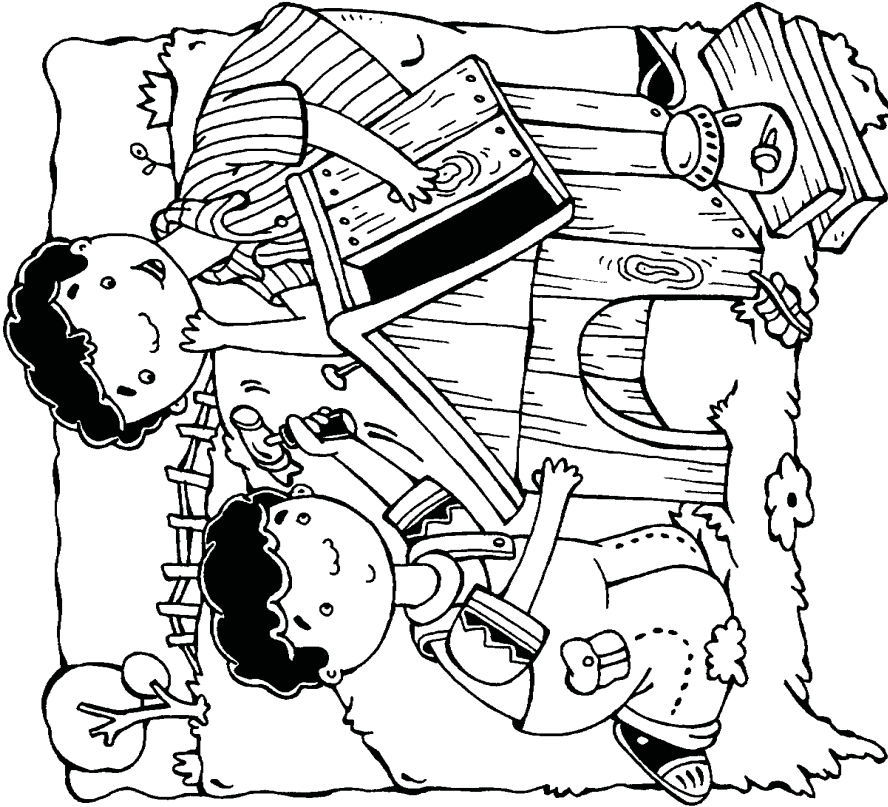


At Home: Ask your
child to read the
book aloud to you.

Can Sam Tap?



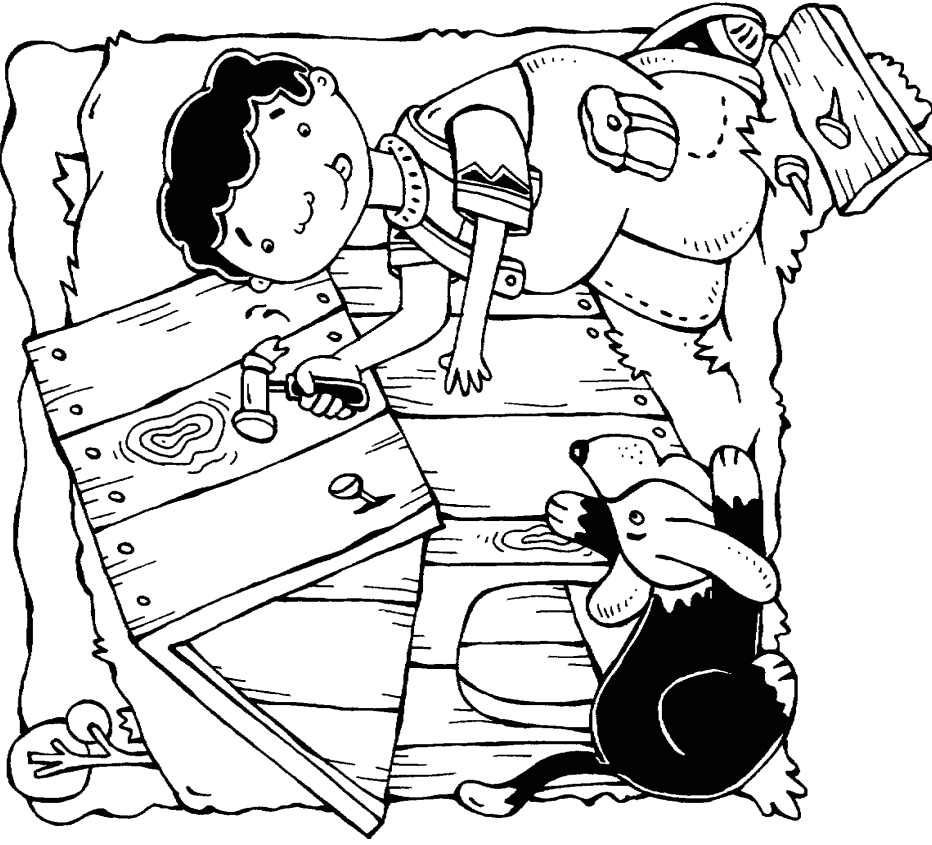
Tap, tap! Tap, tap!



I can tap, tap, tap.

Phonics: Circle the words that rhyme with **cap**.

2



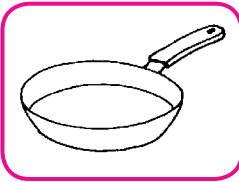
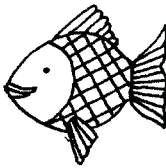
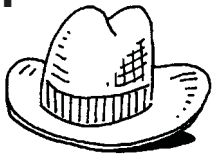
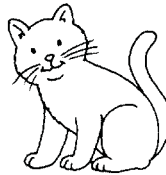
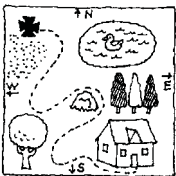
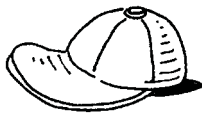
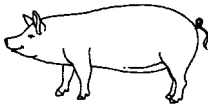
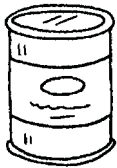
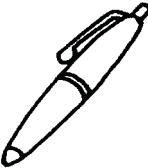
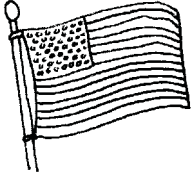
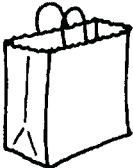
Sam can not tap.

Comprehension: Why can't Sam tap?

3

Name _____

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

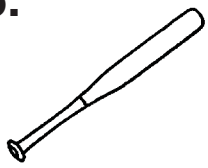
1. 			
2. 			
3. 			
4. 			
5. 			

Name _____



hat

Say the name of each picture. Use the letters to write each picture name.

a	p	1.		p	a	n
a	n	2.		n	a	p
a	g	3.		t	a	g
a	t	4.		b	a	g
a	g	5.		b	a	t

Name _____

Circle the word that completes each sentence.
Then write the word on the line.

1. Can _____ nap?

we too

2. Sam ran _____.

up go

3. Sam and I can _____.

go hat

4. Dan can jump, _____.

tag too

Name _____

Sequence is what happens first, next, and last in a story.

As you read “At Bat,” fill in the Sequence Chart.

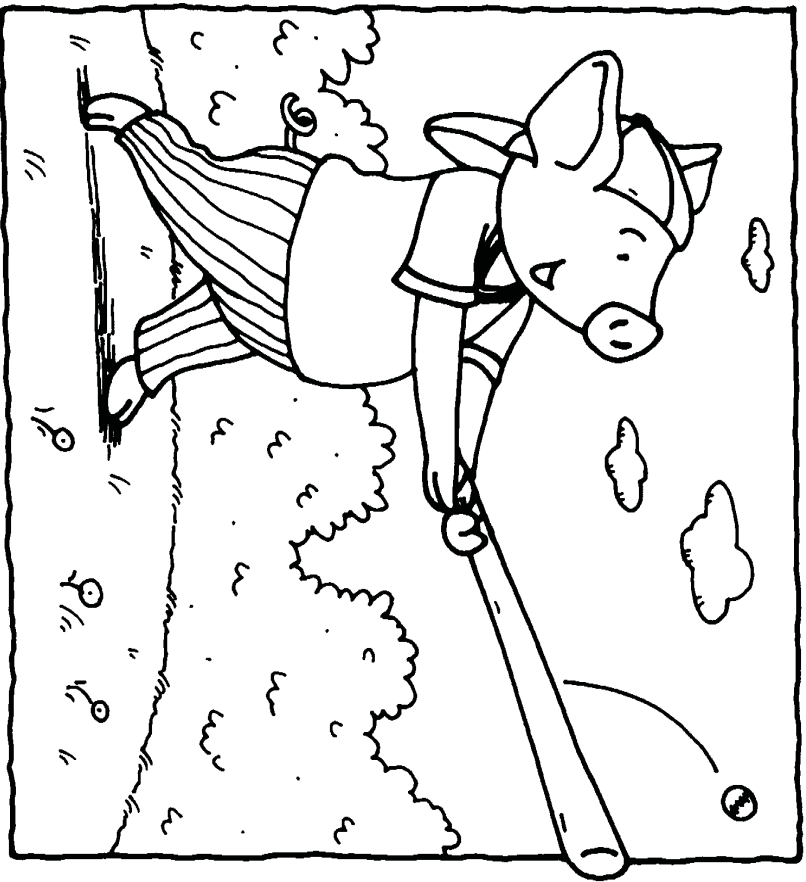
First



Next

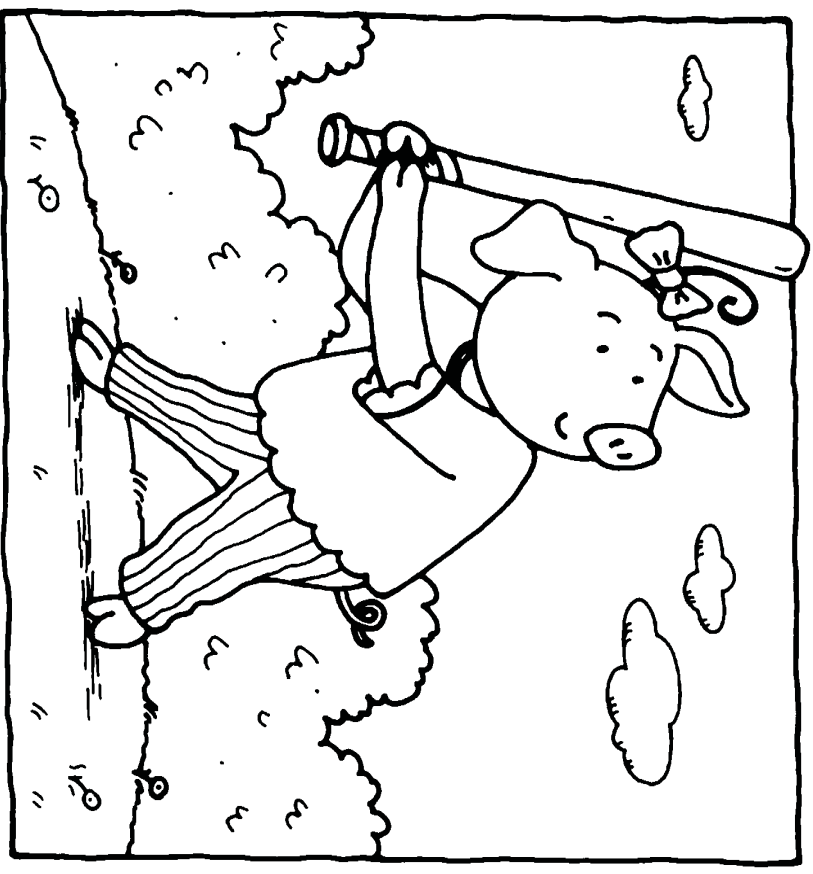


Last



Sam can. Go, Sam!

Can Sam Bat?



Pam can bat.

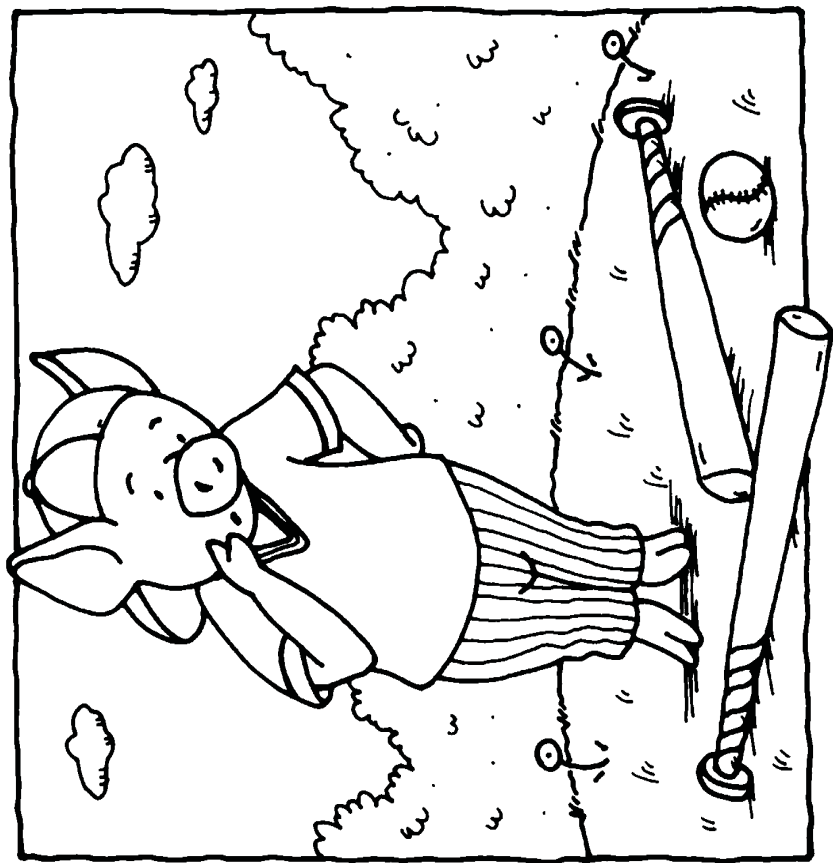




Nan can bat, too.

Phonics: Circle the words in the story that rhyme with **sat**.

2



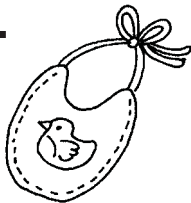
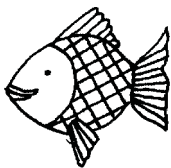
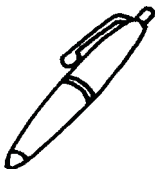
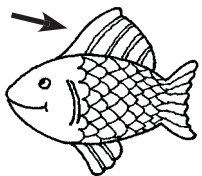
Can Sam?

Comprehension: Who bats last?

3

Name _____

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

1. 			
2. 			
3. 			
4. 			

Name _____



pig

Say the name of each picture. Write the picture name on the line. Circle the letter that stands for the i sound as in “pig.”

lip

zip

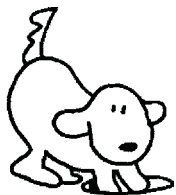
pin

fin

dig

kick

1.



dig

2.



lip

3.



pin

4.



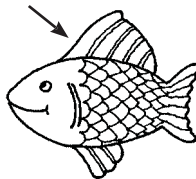
kick

5.



zip

6.



fin

Name _____

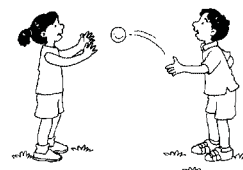
A. Read the words in the box. Write one word on each line.

play

run

the

be

1. _____
_____ **play** _____2. _____
_____ **run** _____3. _____
_____ **the** _____4. _____
_____ **be** _____**B. Use a word from the box to finish each sentence.**1. Jim has _____ **the** _____ bat.2. Kim and Tim can _____ **play** _____ .3. We can _____ **run** _____ up.4. Jan will _____ **be** _____ six.

Name _____

Sequence is what happens first, next, and last in a story.

As you read “Big Max,” fill in the Sequence Chart.

First



Next

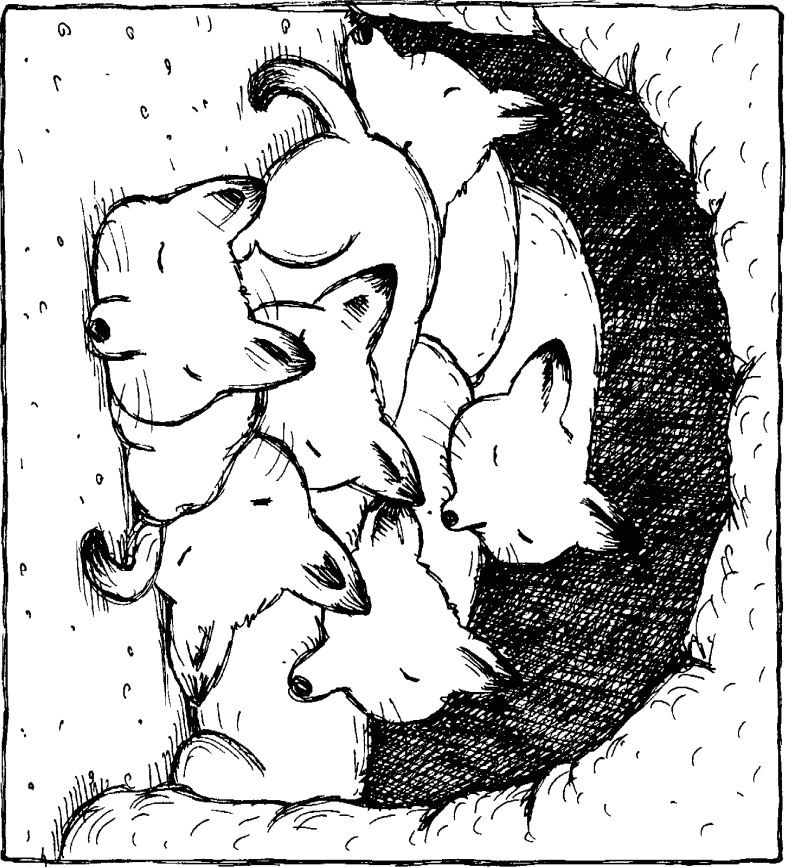


Last

Six Kits



Six kits run.



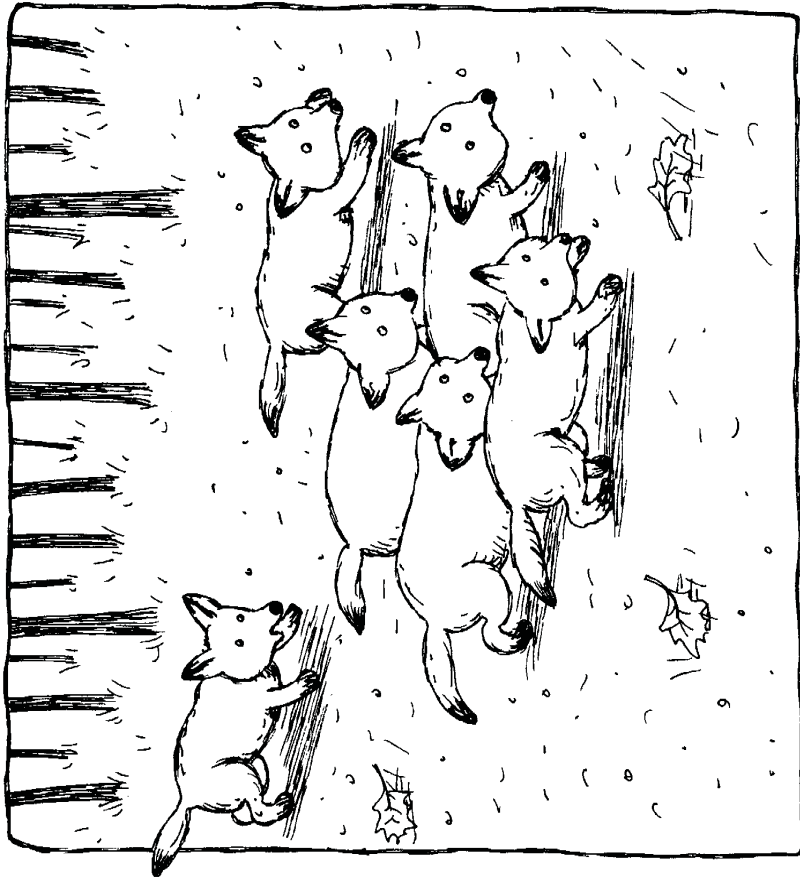
Six kits can.

High-Frequency Words:

Circle the words run and be in the story.



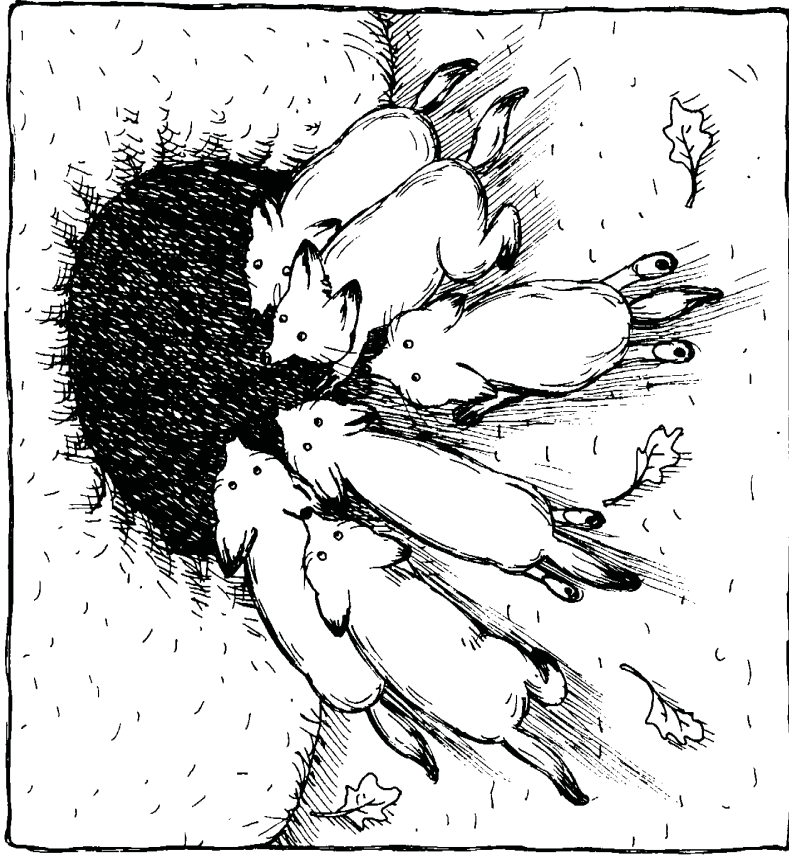
At Home: Ask your child to read the book aloud to you.



Kits can be quick!

Phonics: Circle the words with short i.

2



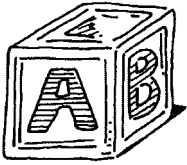
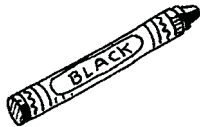
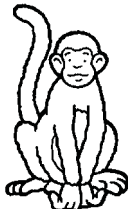
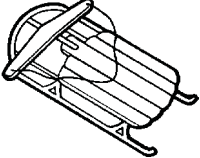
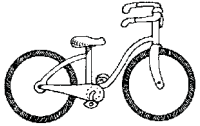
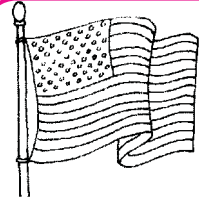
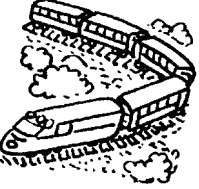
Can six kits fit?

Comprehension: What do the kits do after they play?

3

Name _____

Say the name of each picture. Circle the picture whose name begins with the same sounds as the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

A. Say the name of each picture. Write the picture name from the box on the line. Circle the letters that make the beginning sounds.

flag

clam

slip

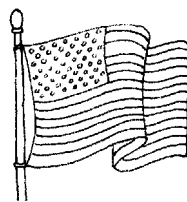
flip

1.



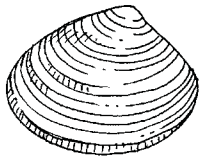
flip

2.



flag

3.



clam

4.



slip

B. Read the words. Circle the two letters that stand for the beginning sounds in each word.

black

slim

click

slap

clap

flick

clam

flag

flip

Name _____

A. Read the words in the box. Write one word on each line.

come

good

do

a

1. _____
_____ **come** _____2. _____
_____ **good** _____3. _____
_____ **do** _____4. _____
_____ **a** _____

B. Use a word from the box to finish each sentence.

1. Flag is a _____ **good** _____ cat.2. Rick can pack _____ **a** _____ bag.3. Kit can _____ **do** _____ it.4. Min can _____ **come** _____, too.

Name _____

Stories have a **beginning**, a **middle**, and an **end**.

As you read “Flag Can Do It,” fill in the Plot Chart.

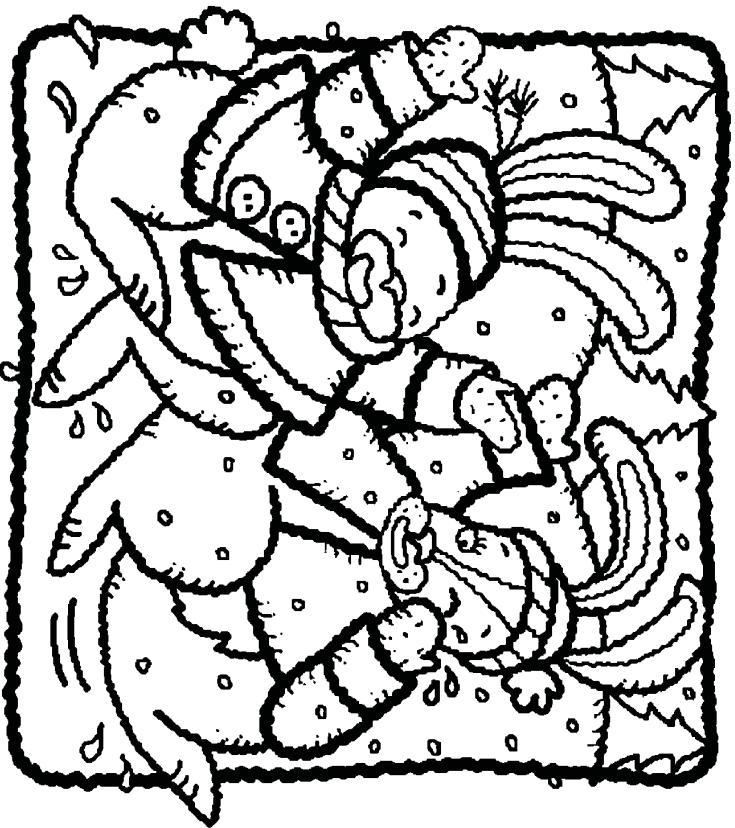
Beginning



Middle



End



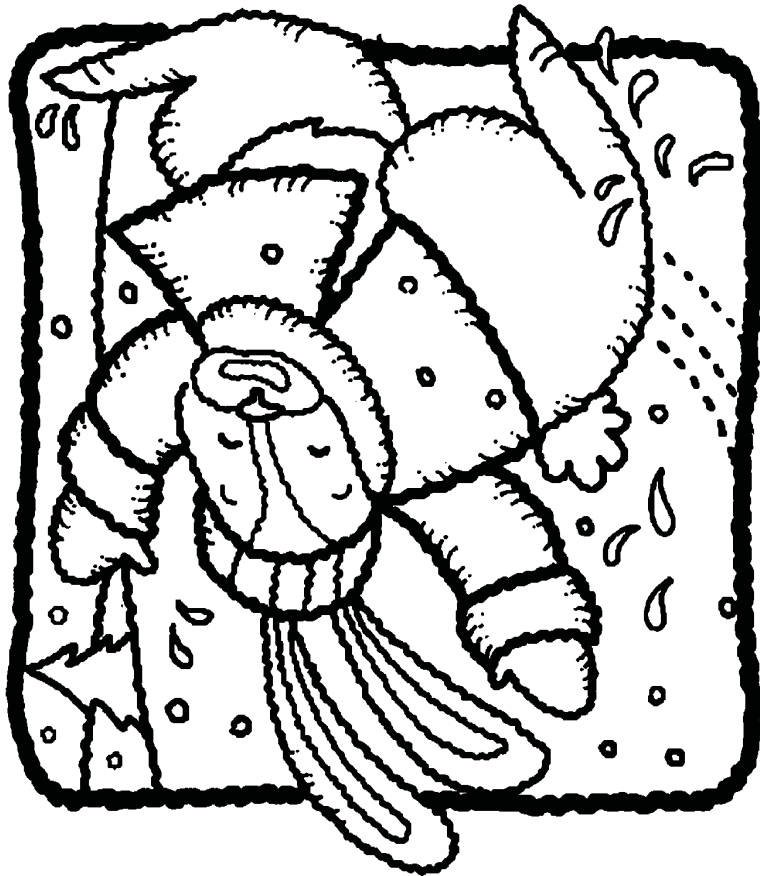
Jill is good, too!



Slip, Flip!

Slip, flip!
Bill slips.





Slip, flip!
Jill flips.

Phonics: Circle words in the story with
sl and fl.

2



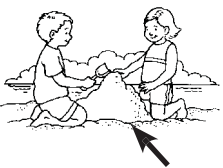
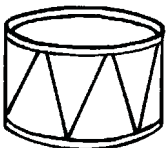
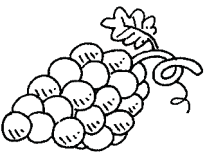
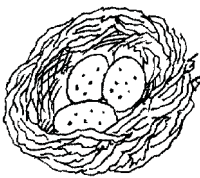
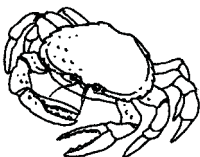
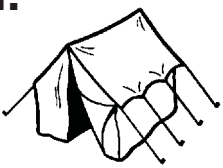
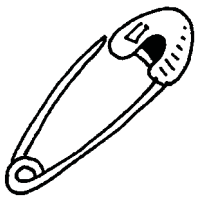
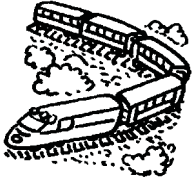
Bill is good.

Comprehension: What is Bill and Jill's
problem?

3

Name _____

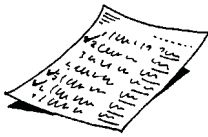
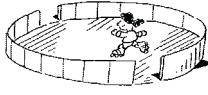
Say the name of each picture. Circle the picture whose name ends with the same sounds as the first picture.

1. 			
2. 			
3. 			
4. 			

Name _____

**hand****vest****ant****sink**

Say the name of each picture. Write the missing letters to finish the picture name. Circle the letters that make the final sounds.

1.  i <u>nk</u>	2.  li <u>st</u>
3.  ba <u>nd</u>	4.  sa <u>nd</u>
5.  ca <u>st</u>	6.  ri <u>nk</u>

Name _____

Circle the word that completes each sentence.
Then write the word on the line.

1. _____
_____ **What** _____ can cats do?

What I

2. A cat can run _____ **very** _____ fast.
the very

3. _____ **Little** _____ cats nap.

Little Play

4. Big cats _____ **help** _____ little cats.

help go

Name _____

The **author's purpose** is why the author wrote the book.

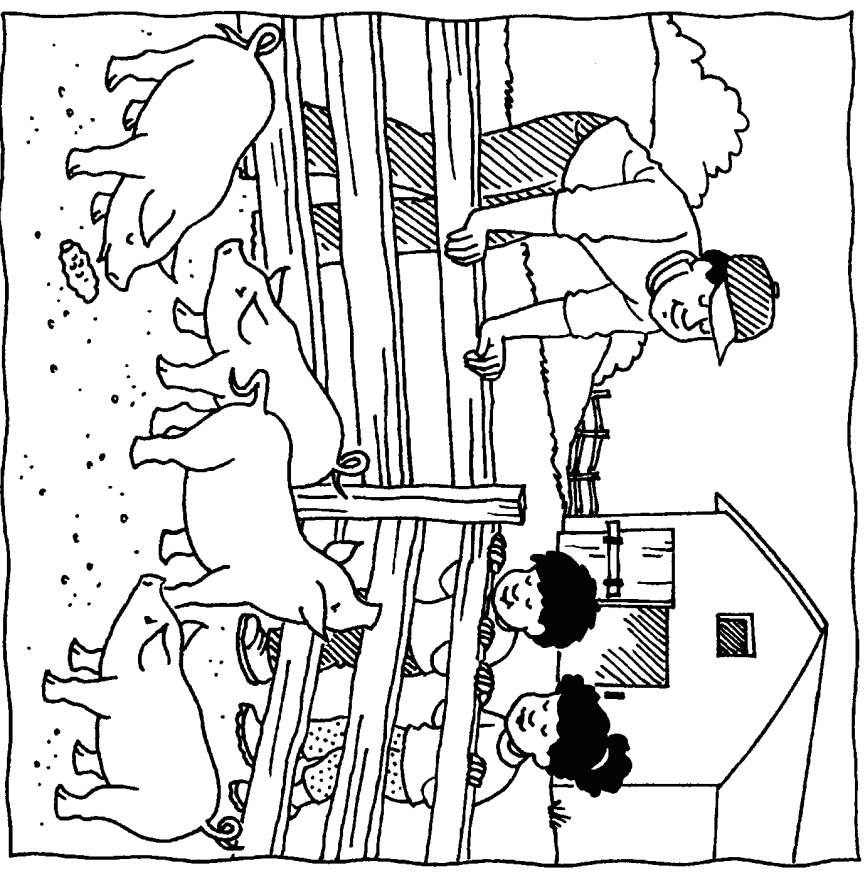
As you read “Ants, Ants, Ants!,” fill in the Author's Purpose Chart.

Clue

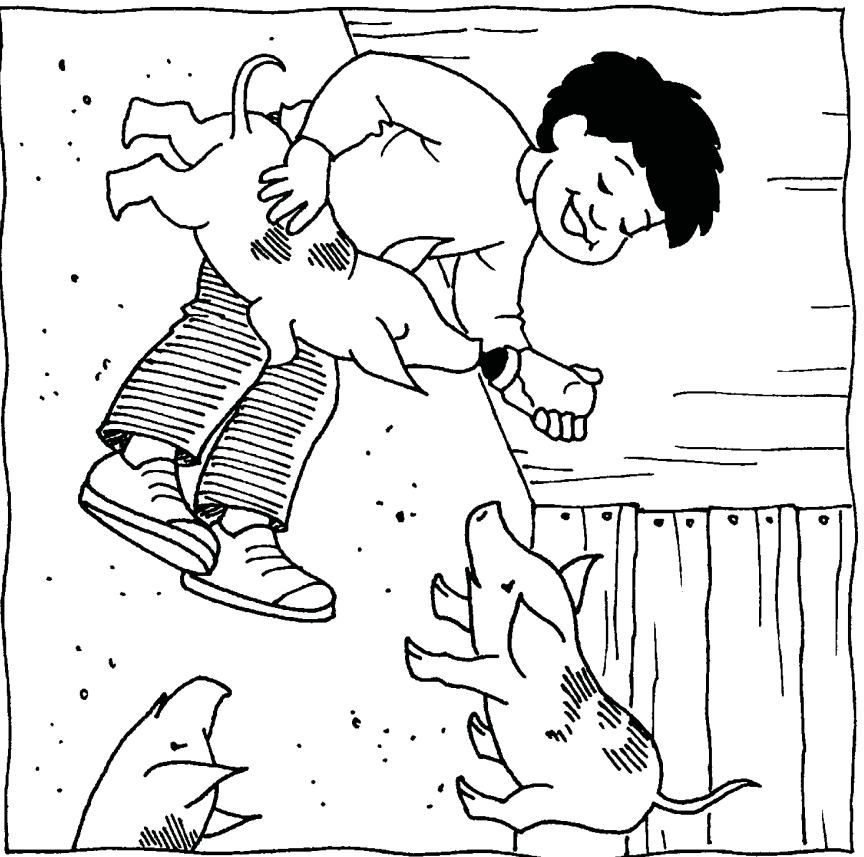
Clue

Author's Purpose

Pink Pigs



Pigs can be big and fat.

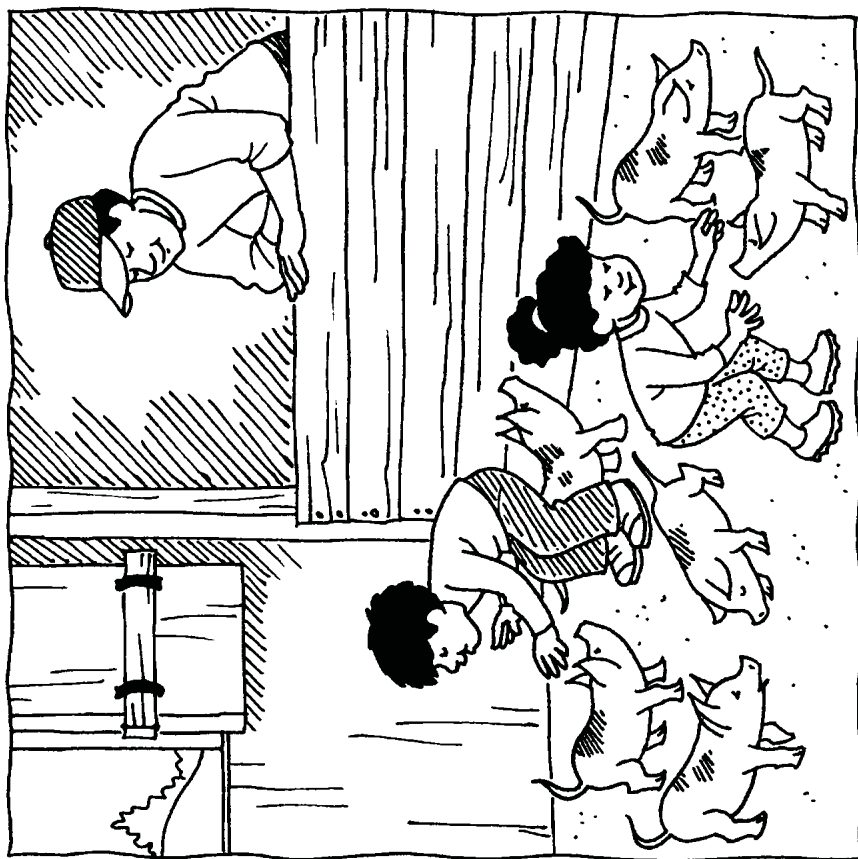


Kids can!
Pigs can sip fast.

High-Frequency Words:
Circle the words little
and help in the story.



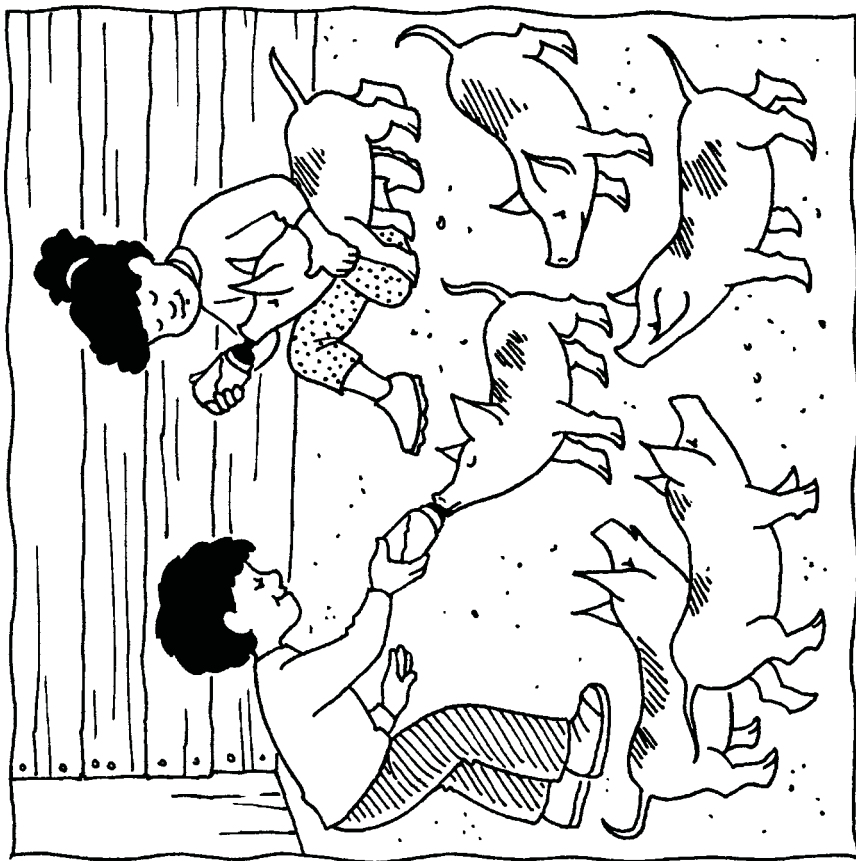
At Home: Ask your
child to read the
book aloud to you.



Pigs can be little and pink.

Phonics: Circle the word in the story that ends with **nk**.

2



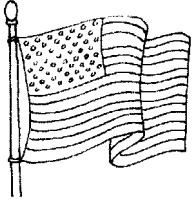
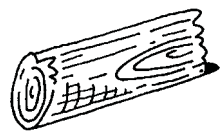
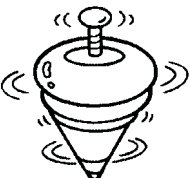
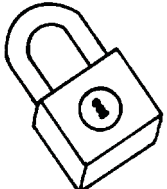
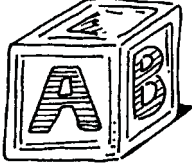
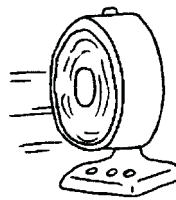
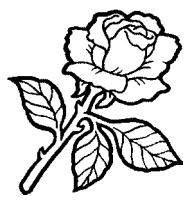
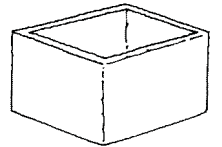
Can kids help pigs?

Comprehension: What do you think the author wants you to know about pigs?

3

Name _____

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

Look at each picture. Write the picture name from the box on the line. Circle the letter that makes the short o sound.

jog

top

sock

mop

block

pop

1.



sock

2.



mop

3.



pop

4.



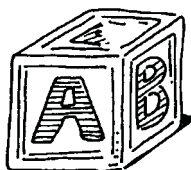
jog

5.



top

6.



block

Name _____

A. Read the words in the box. Write one word on each line.

see

my

they

her

1. _____
_____ **see** _____

2. _____
_____ **my** _____

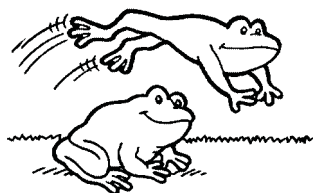
3. _____
_____ **they** _____

4. _____
_____ **her** _____

B. Use a word from the box to finish each sentence.

1. I **see** the big dog.

2. **They** can play.



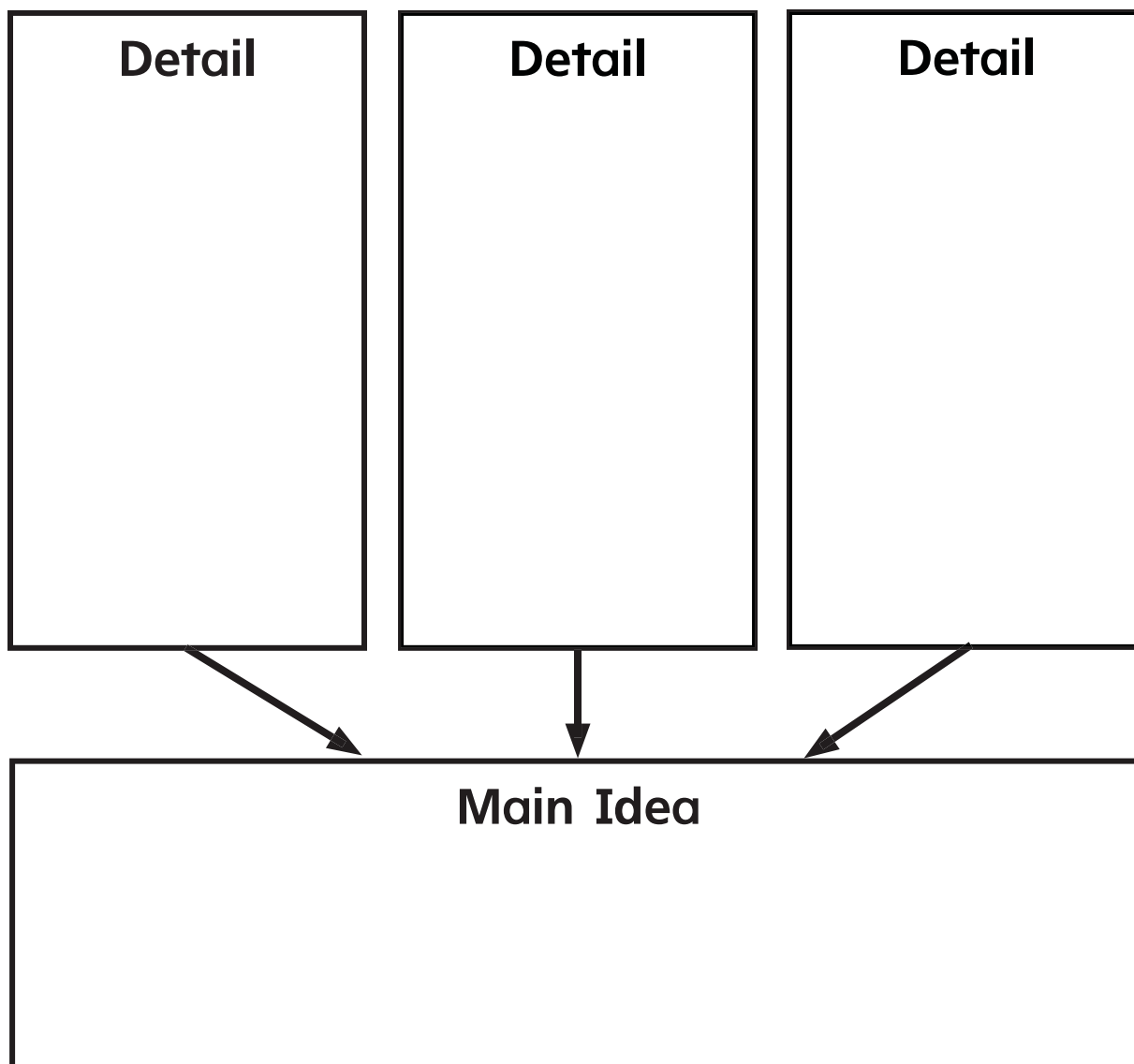
3. **My/Her** dog can jog, too.



4. **Her/My** cat is little.

The **main idea** is the most important idea in a story.
Details in the story tell more about the main idea.

As you read “My Mom,” fill in the Main Idea and Details Chart.



Mom Fox



A fox is a good mom.
Mom fox licks her little fox.



Mom and little fox nap.
They nap in a big log.



At Home: Ask your
child to read the
book aloud to you.

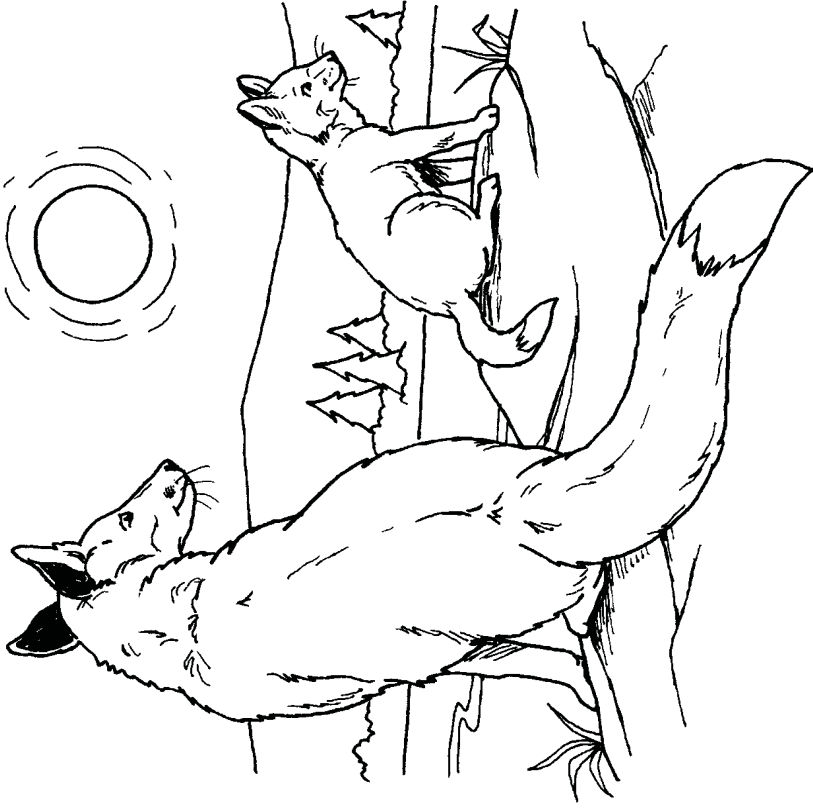
High-Frequency Words:

Circle the words they and
her in the story.



Mom fox hops on a rock.
Little fox hops on a rock.

Phonics: Circle the words in the story that rhyme with **sock**.

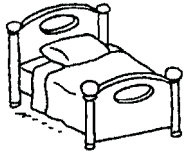
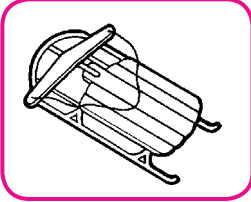
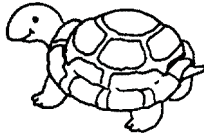
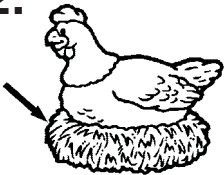
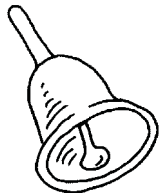
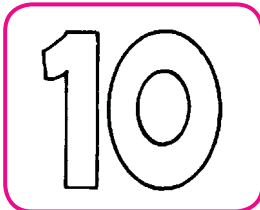
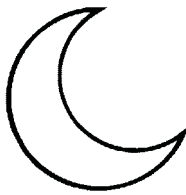
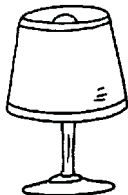
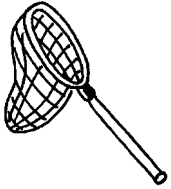
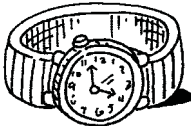
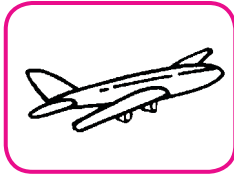
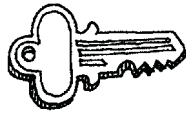


Mom fox sits.
Little fox sits and sits and sits.

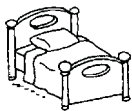
Comprehension: What is this book all about?

Name _____

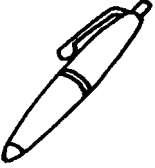
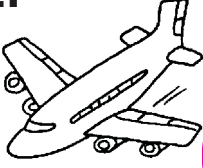
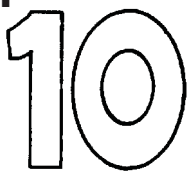
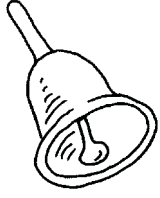
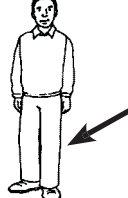
Say the name of each picture. Circle the picture whose name rhymes with the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

bed

Circle the word that names each picture. Then write the word on the line. Underline the letter that makes the short e sound.

1.  pet pen box _____ pen	2.  jump vet jet _____ jet	3.  ten top wet _____ ten
4.  bag bell bed _____ bell	5.  van get vet _____ vet	6.  let pot leg _____ leg

Name _____

A. Read the words in the box. Write one word on each line.

are

who

look

no

1. _____
_____ **are** _____

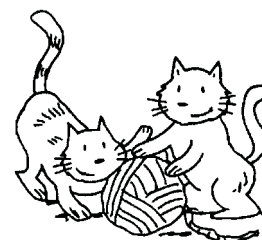
2. _____
_____ **who** _____

3. _____
_____ **look** _____

4. _____
_____ **no** _____

B. Use a word from the box to finish each sentence.

1. I **look** at the cats.



2. **Who** is in bed?

3. The cats **are** on the mat.



4. Ned has **no** pets.

Name _____

Retelling a story helps you remember the most important parts. You can then share the story with others.

As you read “On the Bed,” fill in the Retelling Chart.

On the Bed

Beginning

1.



2.

Middle

3.



4.

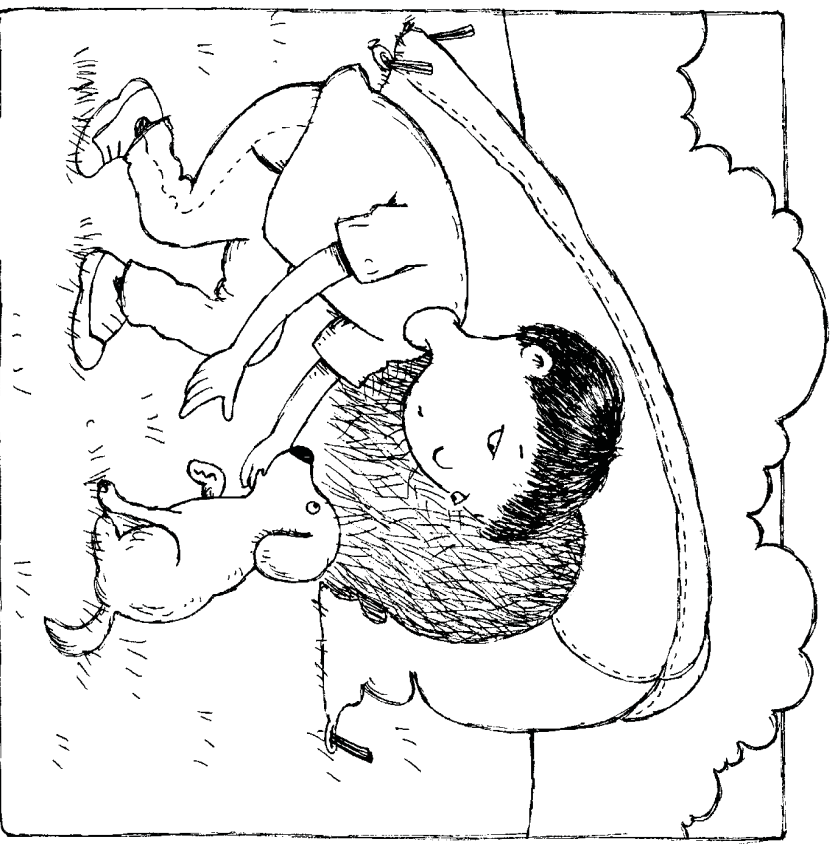
Ending

5.

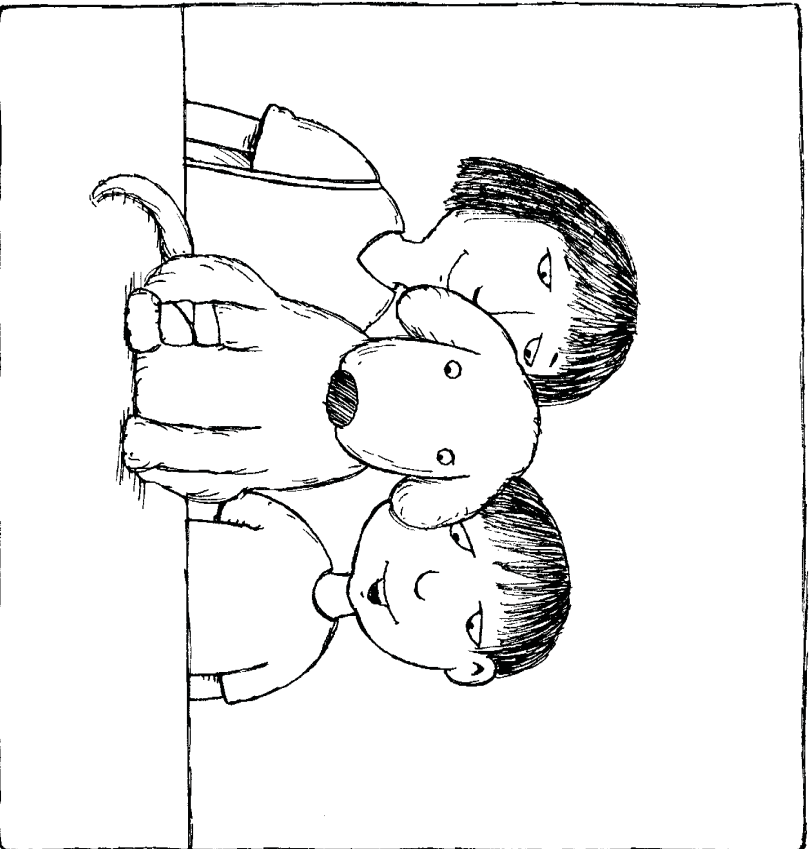


6.

Rex at the Vet



Ed has a pet.
His pet is Rex.
A tent fell on Rex.



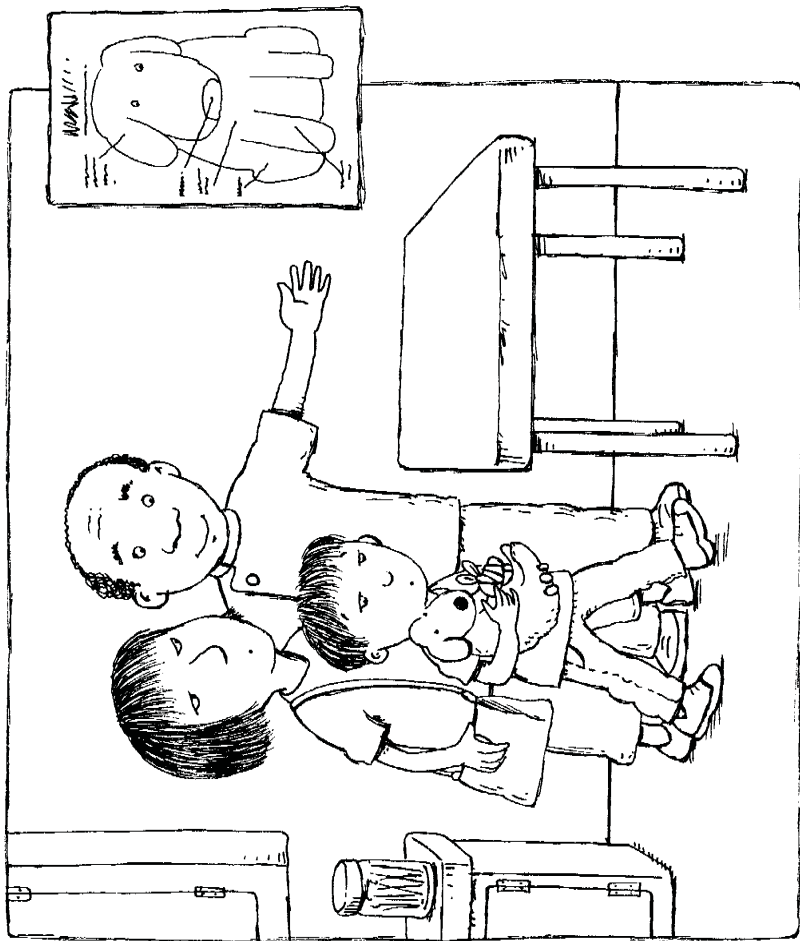
The vet helps Rex get well.

High-Frequency Words:

Circle the words who and look in the story.



At Home: Ask your child to read the book aloud to you.



Who will fix his leg?
A vet will fix his leg.

Phonics: Circle the words in the story that rhyme with **let**.

2



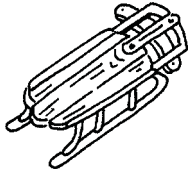
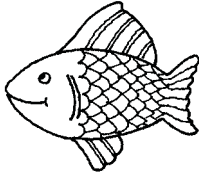
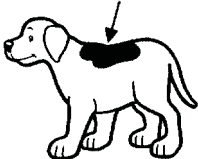
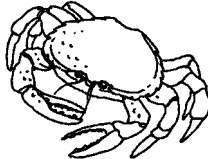
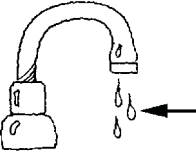
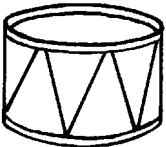
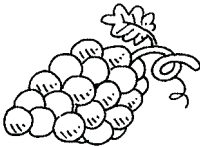
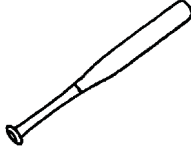
Look at Rex!
Rex licks the vet.

Comprehension: Retell this story in your own words.

3

Name _____

Say the name of each picture. Circle the picture whose name begins with the same sounds as the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

Say each picture name. Write the two letters that stand for the sounds you hear at the beginning of each picture name.

sn

cr

sl

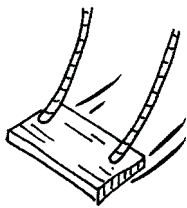
dr

tr

sk

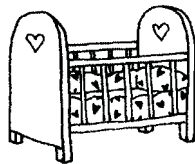
sw

1.



sw

2.



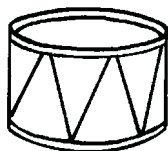
cr

3.



tr

4.



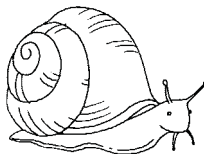
dr

5.



sn

6.



sn

7.



sl

8.



sk

Name _____

A. Read the words in the box. Write one word on each line.

here

for

live

many

1. _____
_____ **here** _____

2. _____
_____ **for** _____

3. _____
_____ **live** _____

4. _____
_____ **many** _____

B. Use a word from the box to finish each sentence.

1. We _____ **live** _____ here.



2. I see _____ **many** _____ cats.

3. We did it _____ **for** _____ mom.

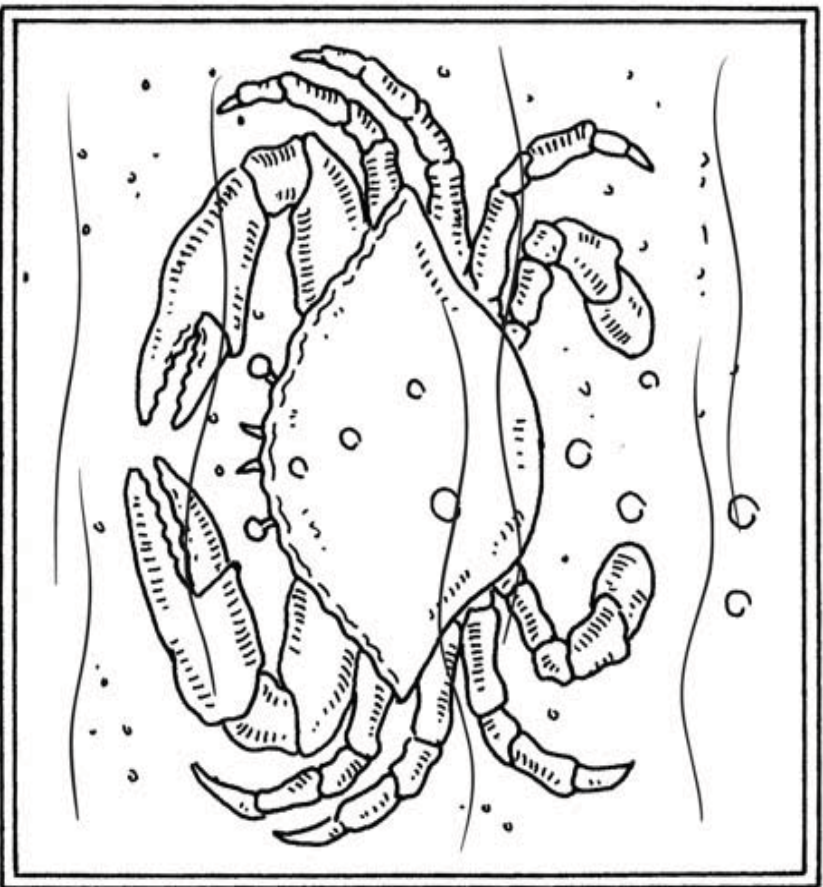


4. Can Ted come _____ **here** _____ ?

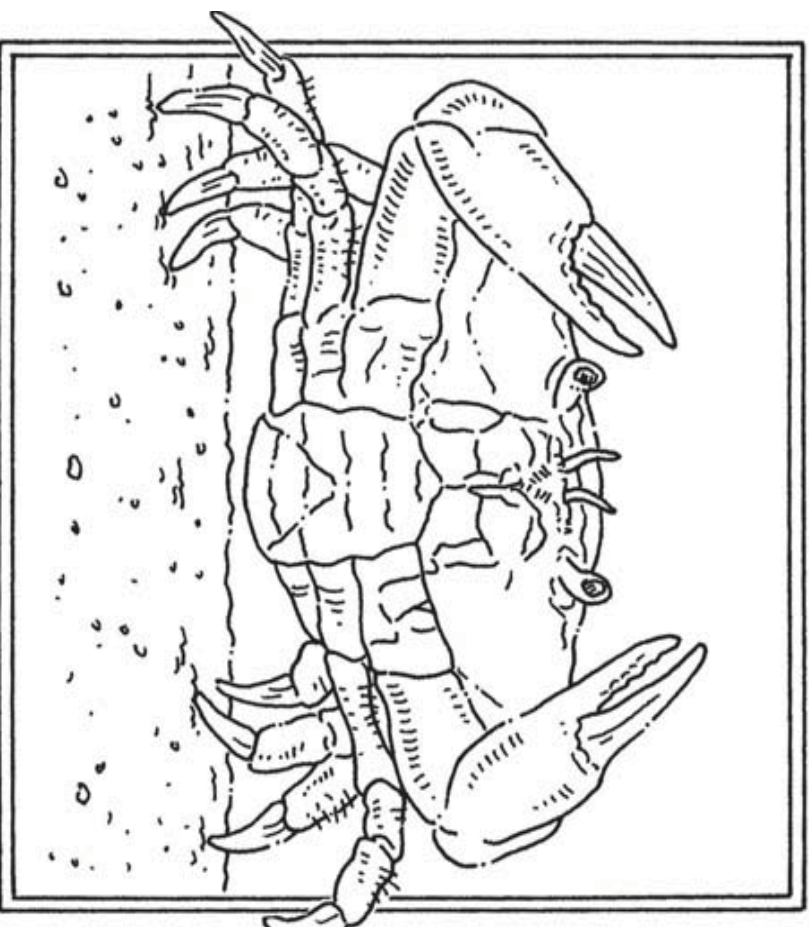
The **main idea** is the most important idea in a story.
Details in the story tell more about the main idea.

The diagram illustrates a concept map structure. At the top, there are three separate rectangular boxes, each labeled "Detail". Below these three boxes is a single, wider rectangular box labeled "Main Idea". Three arrows point from the bottom center of each "Detail" box down to the top edge of the "Main Idea" box, indicating that the details support or lead to the main idea.

Crabs



A crab can swim.
It can swim fast!

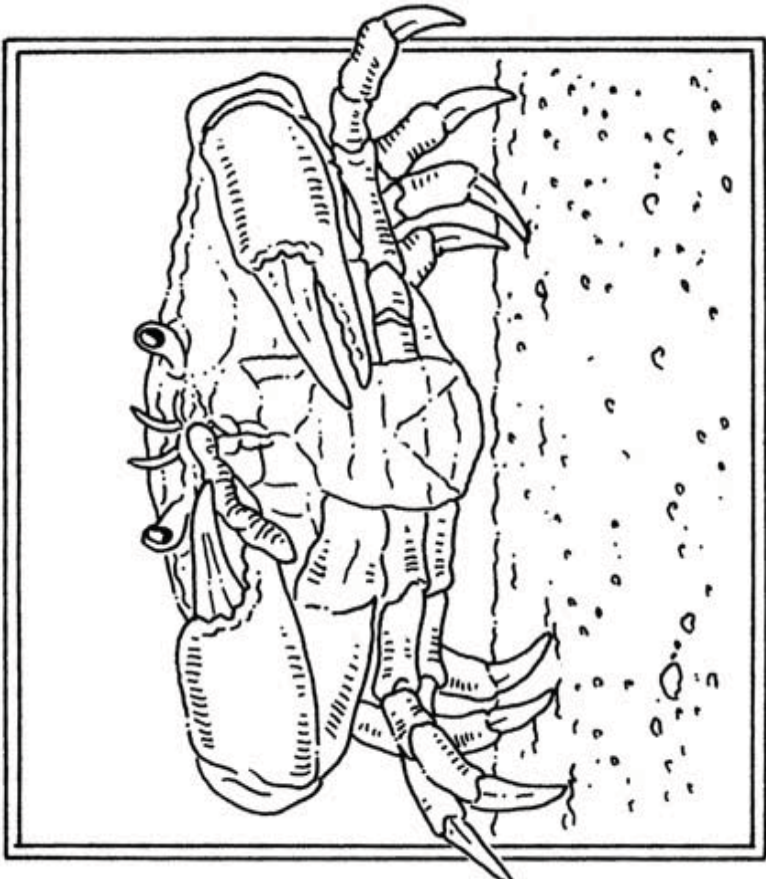


Here is a crab.
It has many legs.

High-Frequency Words:
Circle the words here and
many in the story.



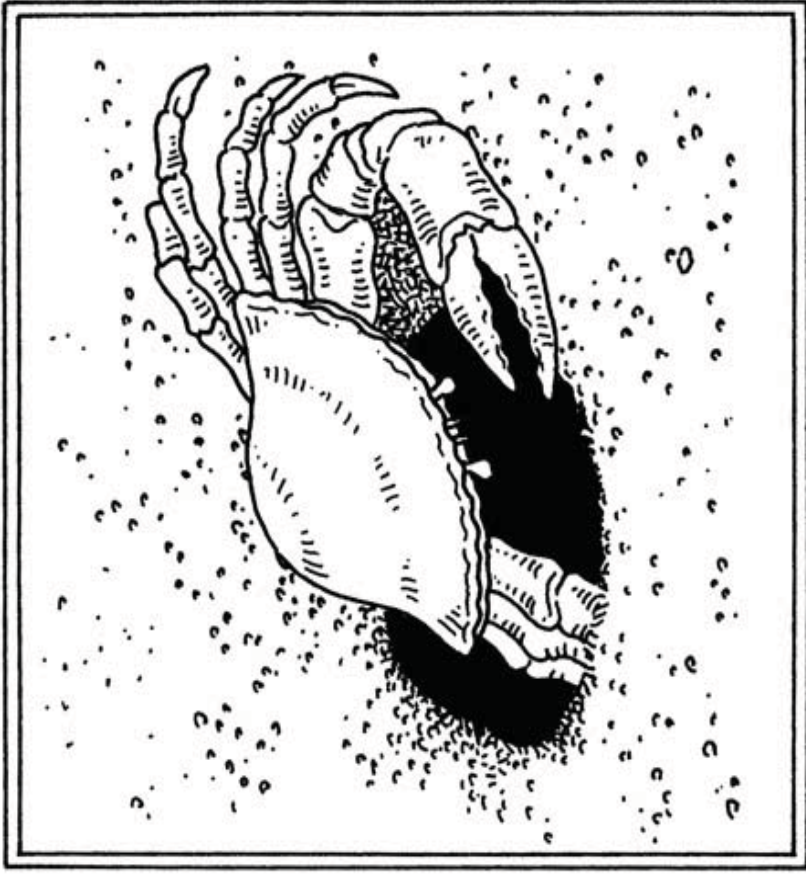
At Home: Ask your
child to read the
book aloud to you.



A crab can grab.
It will eat a snack.

Phonics: Circle the words in the story with
cr, **gr**, or **sn**.

2



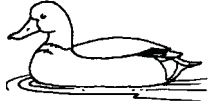
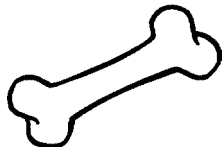
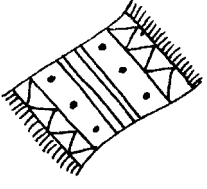
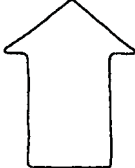
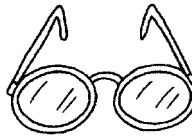
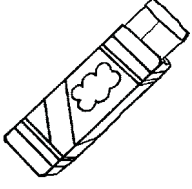
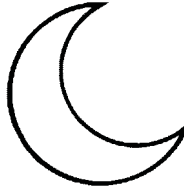
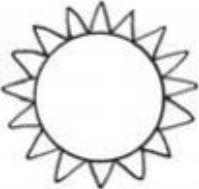
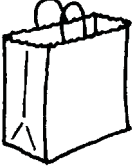
A crab can dig.
It can dig in the sand.

Comprehension: What can crabs do with
their claws?

3

Name _____

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

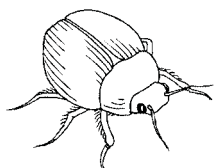
1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

drum

Say each picture name. Write u next to the picture if its name has the short u sound.

1.

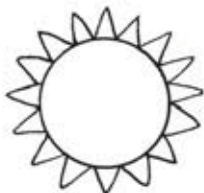


u

2.

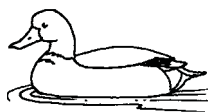


3.



u

4.



u

5.



u

6.



7.



u

8.



Name _____

A. Read the words in the box. Write one word on each line.

have

to

make

could

1. _____
_____ **have** _____2. _____
_____ **to** _____3. _____
_____ **make** _____4. _____
_____ **could** _____

B. Use a word from the box to finish each sentence.

1. We _____ **could** _____ get a pup.2. The pup jumps _____ **to** _____ Jim.3. We can _____ **make** _____ him sit.4. We _____ **have** _____ fun!

Name _____

Stories have a **beginning**, a **middle**, and an **end**.

As you read “Big Bud,” fill in the Plot Chart.

Beginning

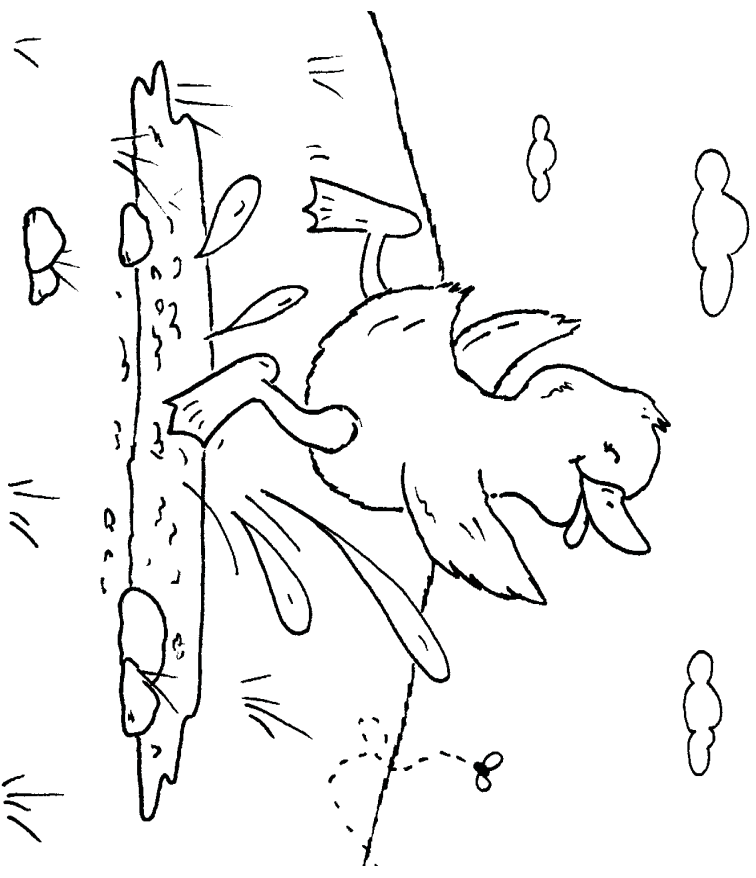


Middle



End

Duck in the Mud



Duck can have fun in the mud.
Duck runs in the mud.

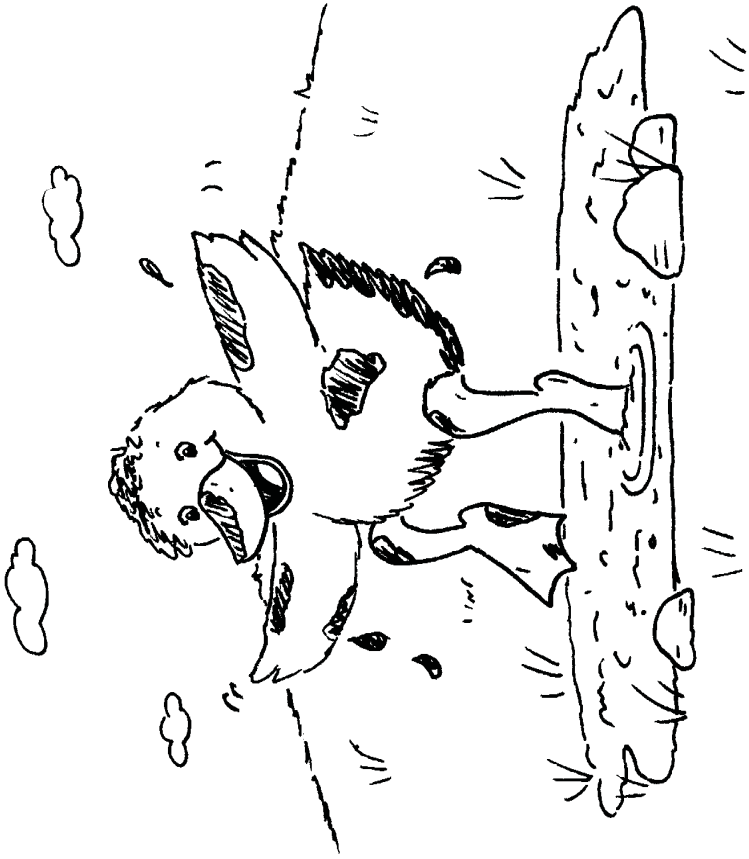


Duck gets in.
Duck has lots of fun!

High-Frequency Words:
Circle the words make
and have in the story.



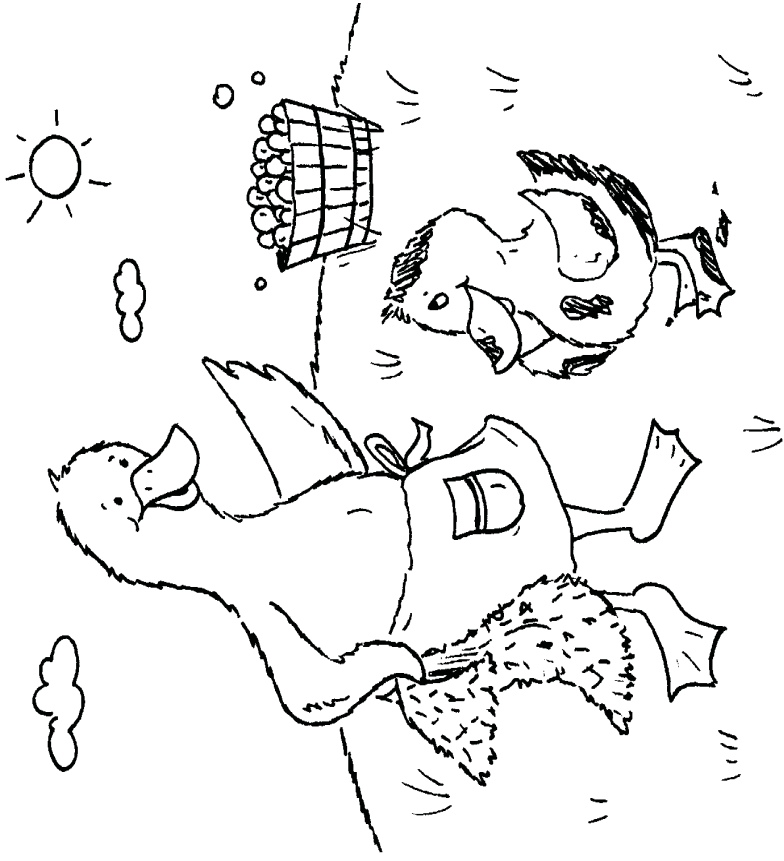
At Home: Ask your
child to read the
book aloud to you.



Duck jumps in the mud.
Duck can make a big mess.

Phonics: Circle words in the story that have the **short u** sound.

2



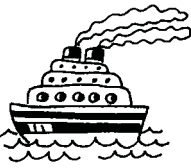
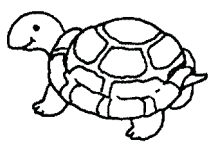
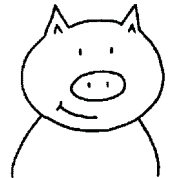
Duck must get a bath.
Will Duck get in?

Comprehension: What is Duck's problem?

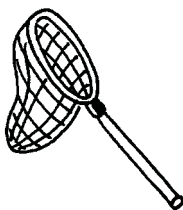
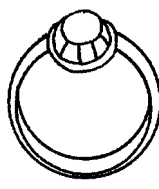
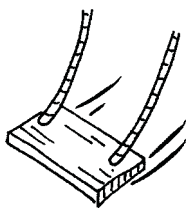
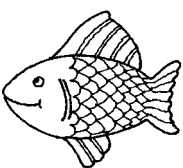
3

Name _____

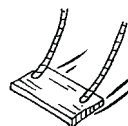
A. Say the name of each picture. Circle the picture whose name begins with the same sound as the first picture.

1. 			
2. 			

B. Say the name of each picture. Circle the picture whose name ends with the same sound as the first picture.

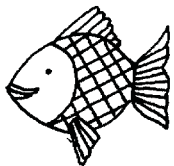
1. 			
2. 			

Name _____

shipbathswing

Say each picture name. Write sh next to the picture if its name has the /sh/ sound. Write th next to the picture if its name has the /th/ sound. Write ng next to the picture if its name has the /ng/ sound.

1.

sh

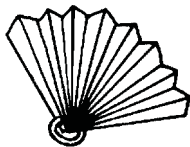
2.

sh

3.

th

4.



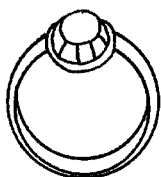
5.

ng

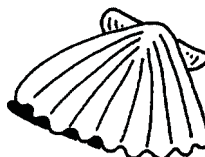
6.



7.

ng

8.

sh

Name _____

A. Read the words in the box. Write one word on each line.

want

together

you

me

1. _____
_____ **want** _____

2. _____
_____ **together** _____

3. _____
_____ **you** _____

4. _____
_____ **me** _____

B. Use a word from the box to finish each sentence.

1. Look at _____ **me/you** go!

2. I _____ **want** to run and jump.

3. Can we play _____ **together** ?



4. It is fun to play with _____ **you/me** .

Name _____

Retelling a story helps you remember the most important parts. You can then share the story with others.

As you read “At the Shop,” fill in the Retelling Chart.

At the Shop

Beginning

1.	→	2.
----	---	----

Middle

3.	→	4.
----	---	----

Ending

5.	→	6.
----	---	----



A ship is in with the fish.
Fish swim to it.

Seth's Fish Shop



Seth has a fish shop.
Fish swim in tanks together.

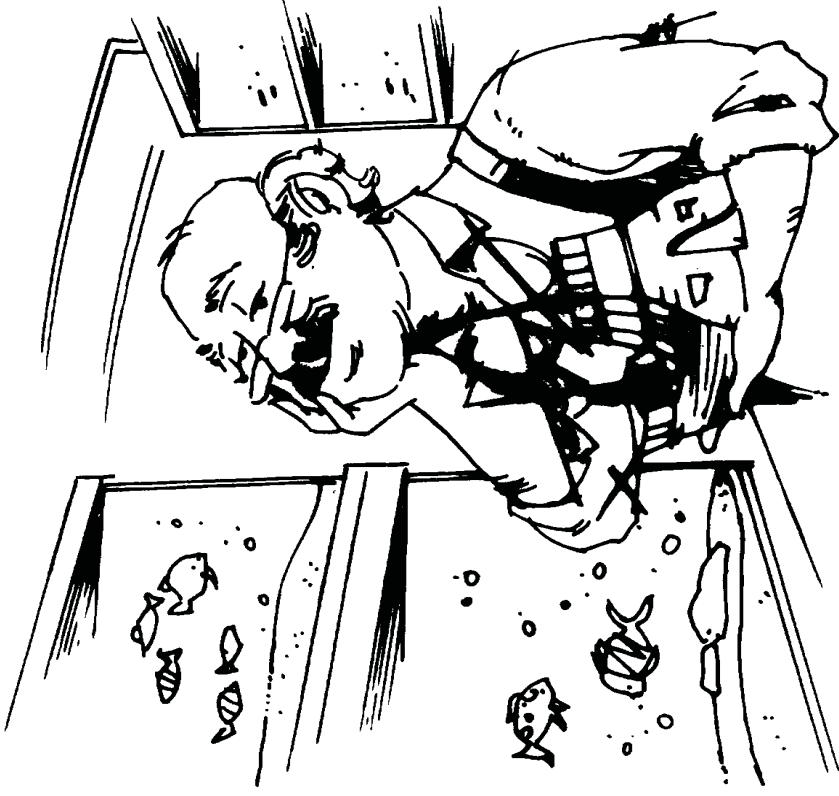




Seth looks at the fish.
What can they want?

Phonics: Circle words in the story with **sh**.

2



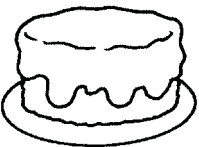
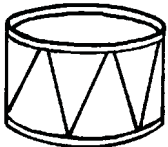
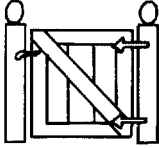
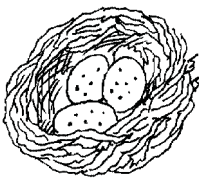
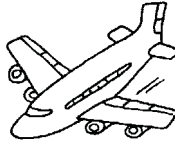
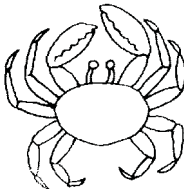
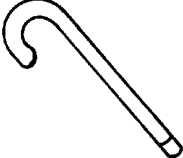
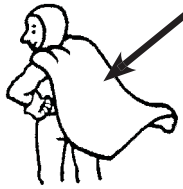
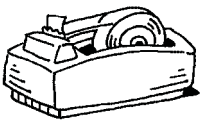
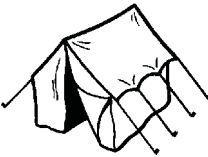
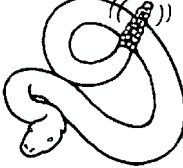
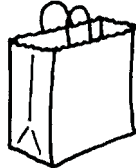
Seth thinks and thinks.
Seth gets a ship.

Comprehension: Retell this story in your own words.

3

Name _____

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

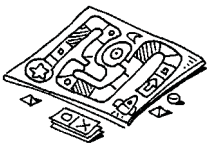
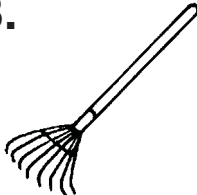
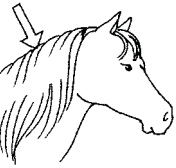
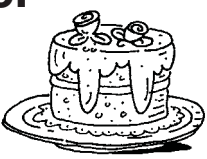
1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

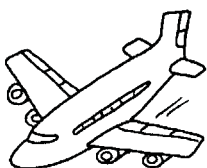


plane

A. Circle the word that names each picture. Then write the word on the line. Underline the letters that make the long a sound.

1.  game name gate _____ game	2.  cap cape cake _____ cape	3.  bake lake rake _____ rake
4.  man name mane _____ mane	5.  cap cake cane _____ cake	6.  lake last lane _____ lake

B. Write the word that names the picture.



p

l

a

n

e

Name _____

A. Read the words in the box. Write one word on each line.

today

away

said

eat

 1. _____

 today

 2. _____

 away

 3. _____

 said

 4. _____

 eat

B. Use a word from the box to finish each sentence.

1. What do Dave and Kate want to _____ eat _____ ?

2. "Look at the cake," _____ said _____ Kate.



3. We can play _____ today _____.

4. We take the dogs and go _____ away _____.



Name _____

Retelling a story helps you remember the most important parts. You can then share the story with others.

As you read “Jake’s Cake,” fill in the Retelling Chart.

Jake’s Cake

Beginning

1.



2.

Middle

3.



4.

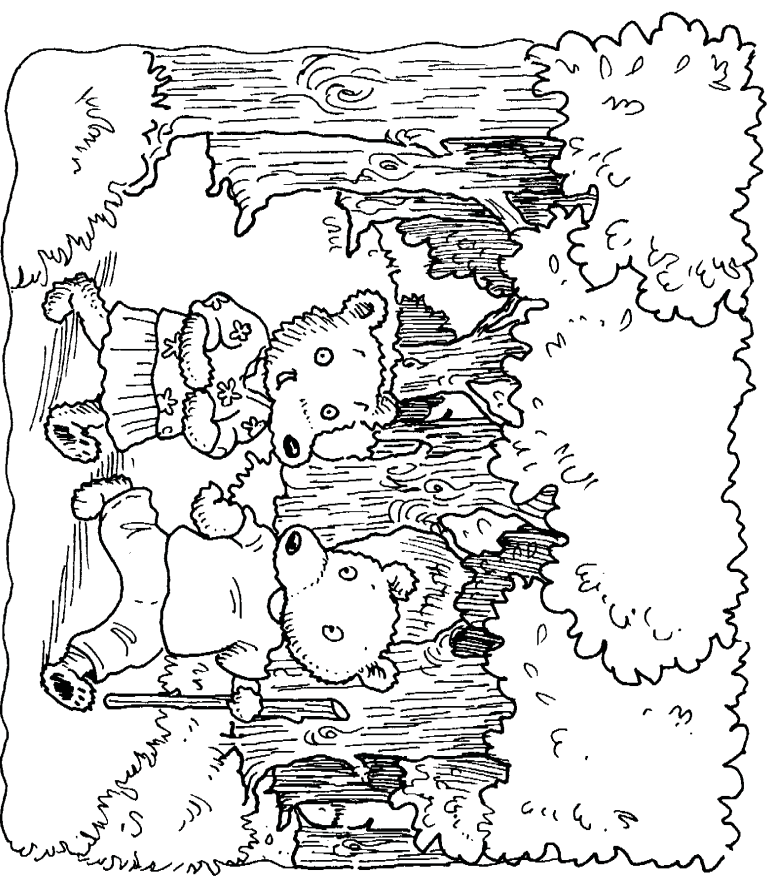
Ending

5.



6.

Jake and Jane

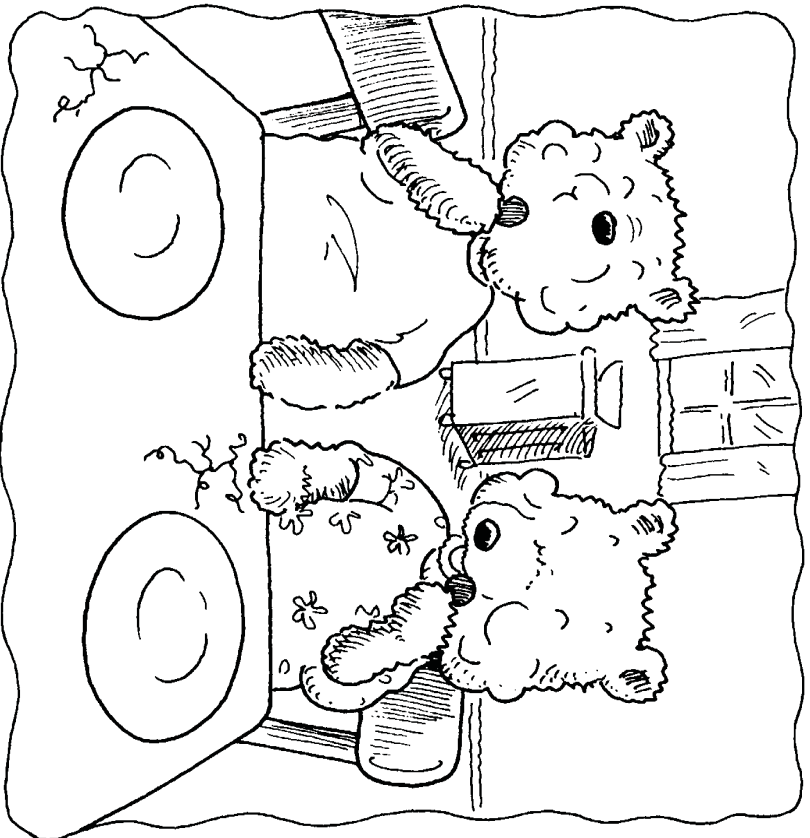


Jake and Jane are pals.

They do things together.

"Let's eat grapes!" said Jane.

"Yes, yes," said Jake.



Jake ate grapes.

Jane ate grapes.

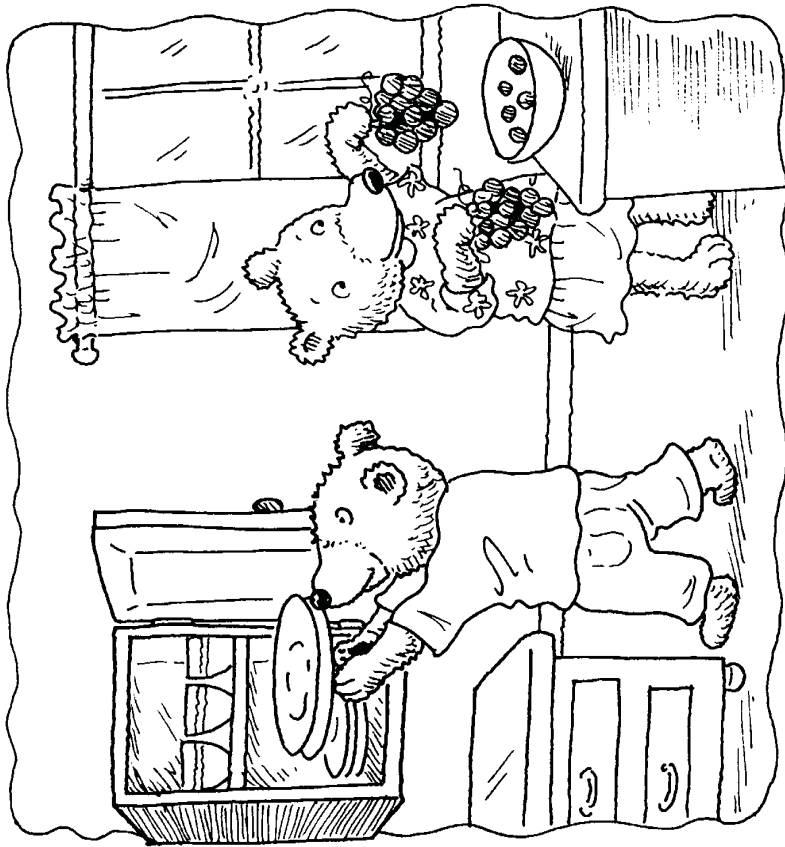
Yum! Yum!

High-Frequency Words:

Circle the words said and eat in the story.



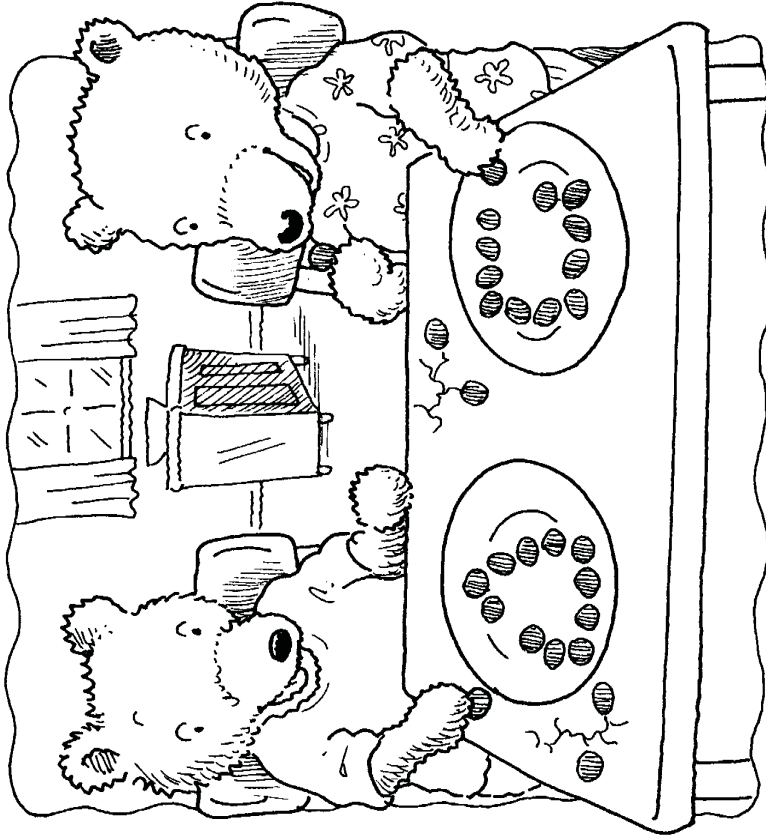
At Home: Ask your child to read the book aloud to you.



Jake got big plates.
Then Jane got red grapes.

Phonics: Draw a line under the letters that spell the **long a** sound in words.

2



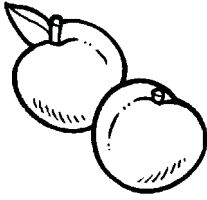
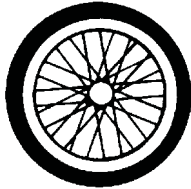
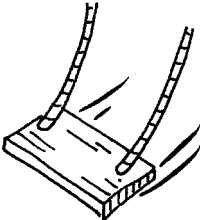
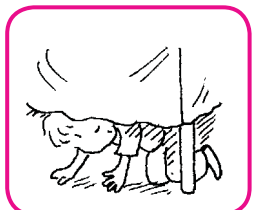
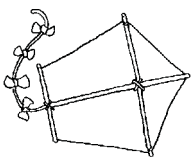
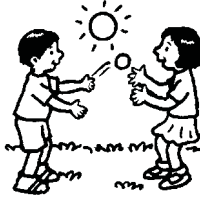
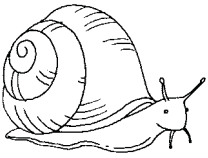
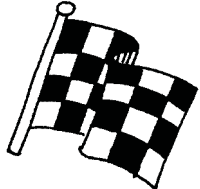
Jake made shapes with
his grapes.
Jane made shapes with
her grapes.

Comprehension: What do Jake and Jane do with their grapes?

3

Name _____

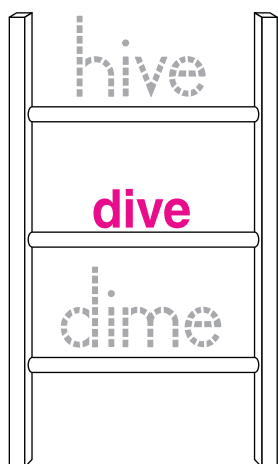
Say the name of each picture. Circle the picture whose name rhymes with the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

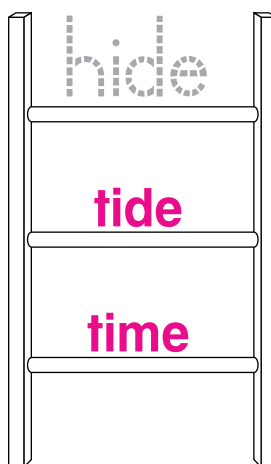
Name _____

5
five

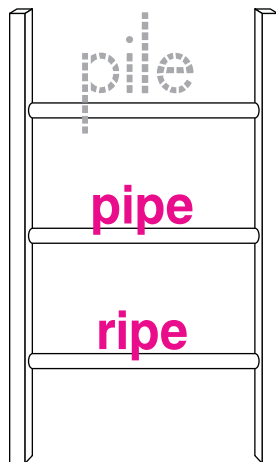
Finish each word ladder. Change only one letter at a time.

1. Go from **hive** to **dime**.

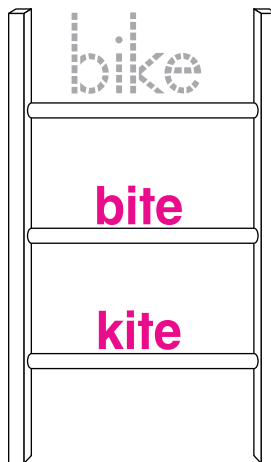
Hint:

Change
h to d2. Go from **hide** to **time**.

Hint:

Change
h to t3. Go from **pile** to **ripe**.

Hint:

Change
l to p4. Go from **bike** to **kite**.

Hint:

Change
k to t

Name _____

A. Read the words in the box. Write one word on each line.

where

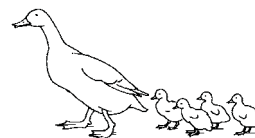
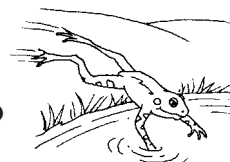
now

how

there

1. _____
_____ **where** _____2. _____
_____ **now** _____3. _____
_____ **how** _____4. _____
_____ **there** _____

B. Use a word from the box to finish each sentence.

1. _____ **There** _____ go the ducks!2. _____ **How** _____ will the ducks get to the lake?3. _____ **Now** _____ I want to see the frogs.4. _____ **Where** _____ did the frogs go?

Name _____

To **predict** means to make a good guess about what you think will happen next in a story.

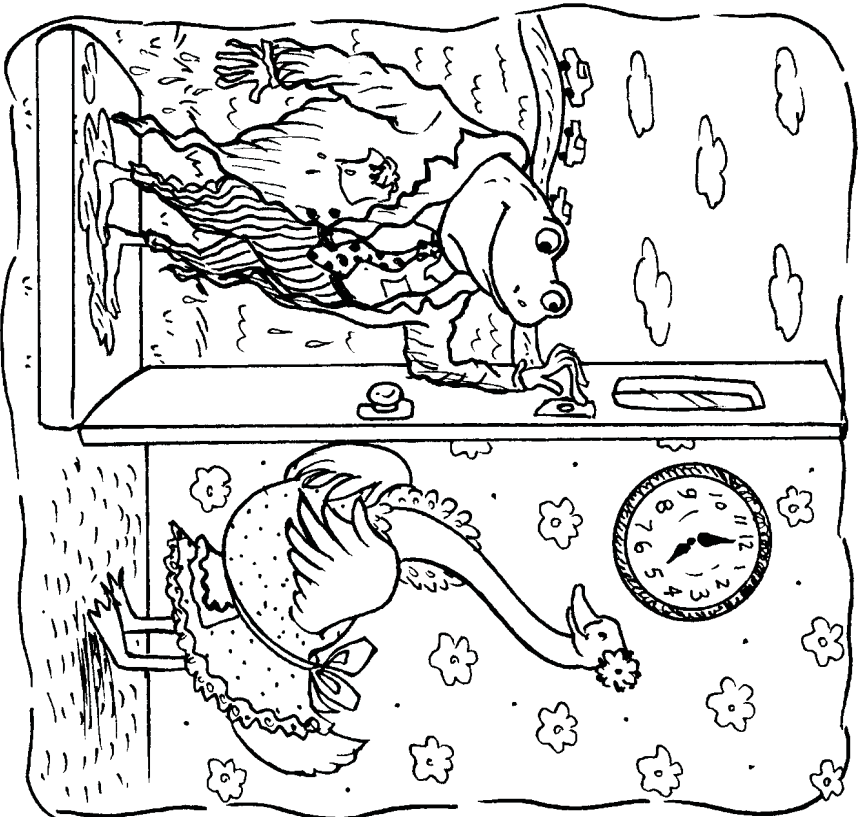
As you read “Miss Fine’s Dime,” fill in the Predictions Chart.

What I Predict	What Happens

Just in Time



Mike will eat with Miss Fine.
Mike must be there at five.

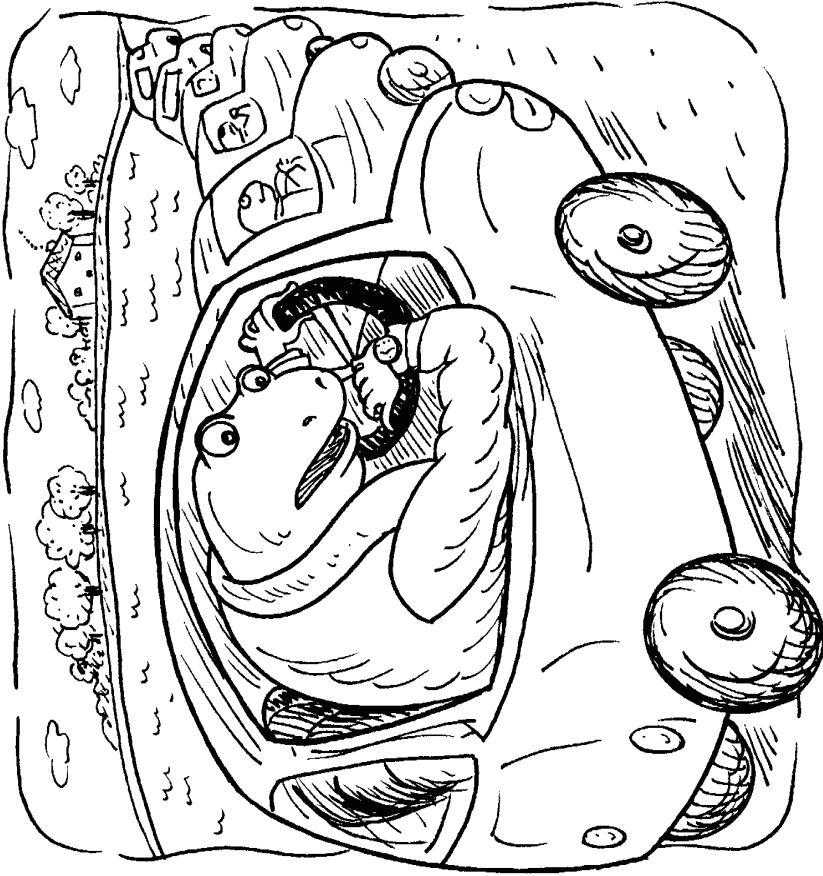


It is five!
Mike is just in time.

At Home: Ask your child to read the book aloud to you.



High-Frequency Words:
Circle the words there
and how in the story.

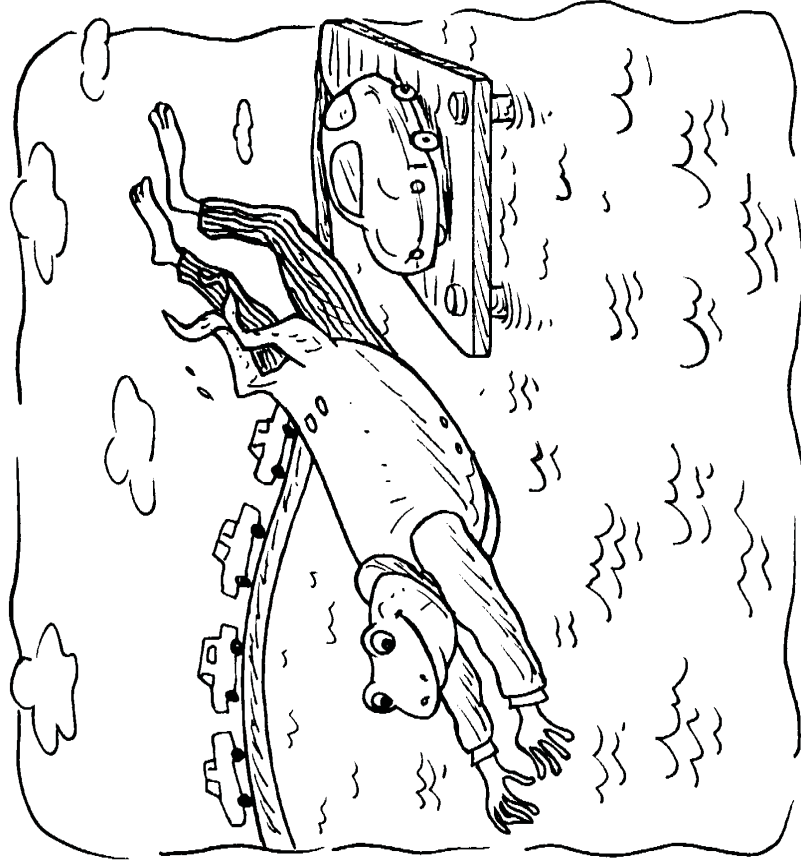


Mike is in a big line.
How will Mike get there
at five?

Phonics: Circle the long i words in the story.

2

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Mike likes to dive.
Mike dives in the lake.

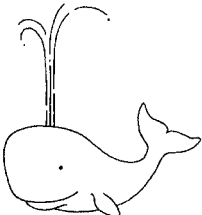
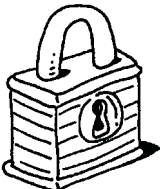
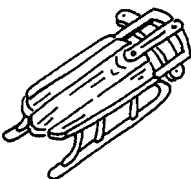
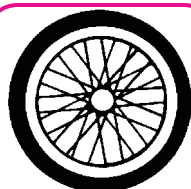
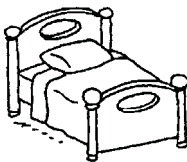
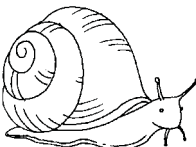
Comprehension: Will Mike get to Miss Fine's home on time?

3

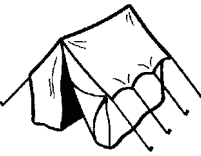
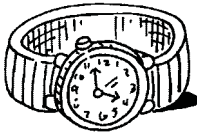
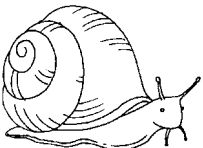
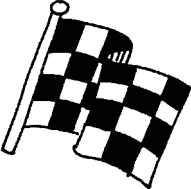
© Macmillan/McGraw-Hill

Name _____

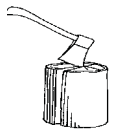
A. Say the name of each picture. Circle the picture whose name begins with the same sound as the first picture.

1. 			
2. 			

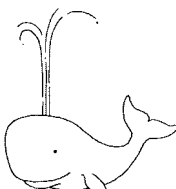
B. Say the name of each picture. Circle the picture whose name ends with the same sound as the first picture.

1. 			
2. 			

Name _____

chopcatchwhip

A. Circle the word that names each picture. Then write the word on the line.

1.  check ☒ chick clap <u>chick</u>	2.  swing when ☒ whale <u>whale</u>	3.  chin chop fish <u>chin</u>
4.  itch chip which <u>itch</u>	5.  slap chug ☒ check <u>check</u>	6.  whip ☒ switch slide <u>switch</u>

B. Circle the ch, -tch, or wh- spelling pattern in each answer above.

Name _____

A. Read the words in the box. Write one word on each line.

our

your

under

was

1. _____

our2. _____

your3. _____

under4. _____

was

B. Pick two words from the box and use each word in a sentence. Write the sentences on the lines.

1. _____

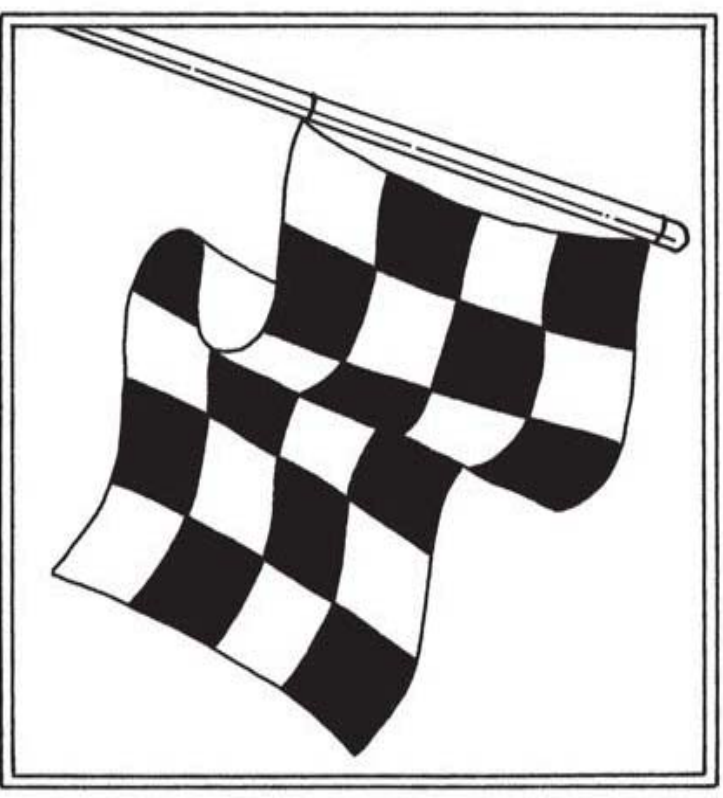
Responses will vary.2. _____

Responses will vary.

The **main idea** is the most important idea in a story.
Details in the story tell more about the main idea.

The diagram illustrates a concept map structure. At the top, there are three rectangular boxes, each labeled "Detail". Below these boxes is a single, wider rectangular box labeled "Main Idea". Three arrows point from the bottom of each "Detail" box to the top of the "Main Idea" box, indicating that the details support or elaborate on the main idea.

Checks, Checks, Checks!



Checks look like this.
Lots of things have checks.



This cloth has checks.
Your lunch is on top.
Checks are under it.
It is fun to eat on checks!

High-Frequency Words:

Circle the words under
and your in the story.

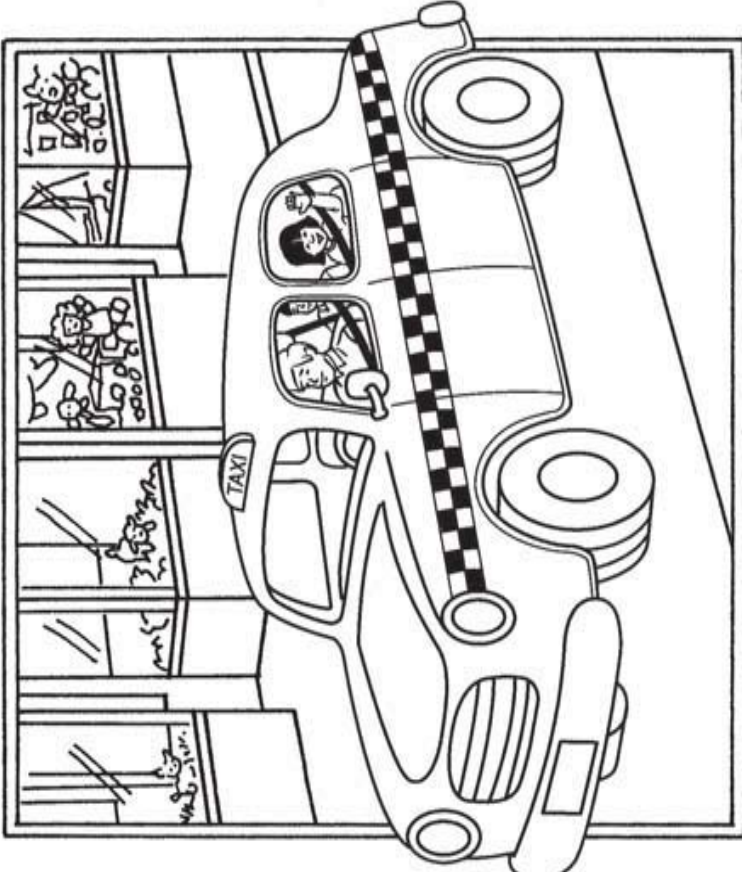


At Home: Ask your
child to read the
book aloud to you.



This game has checks.
It has black and white checks.
It is fun to play on checks.

Phonics: Draw a circle around the words in the story with **ch** and **tch**.

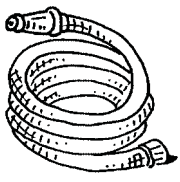
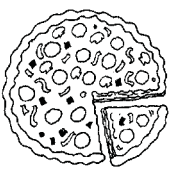
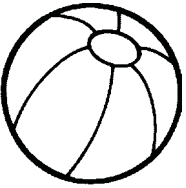
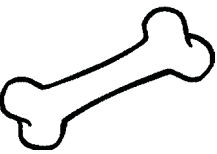
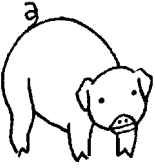
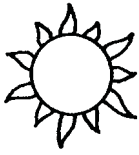
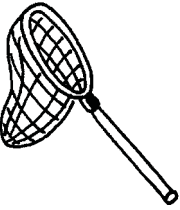
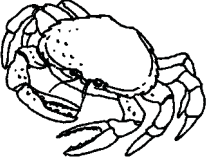
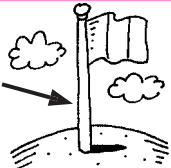
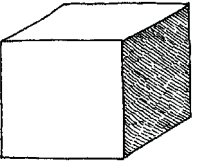
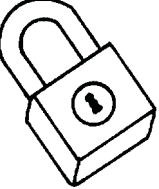
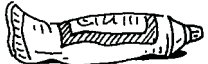


Cabs have checks.
When you see the checks,
you can tell it is a cab.
It is fun to ride in checks.

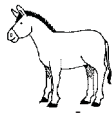
Comprehension: Retell this story in your own words.

Name _____

Say the name of each picture. Circle the picture whose name rhymes with the first picture.

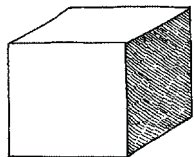
1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

muebone

Say each picture name. Write u next to the picture if its name has the long u sound. Write o next to the picture if its name has the long o sound.

1.

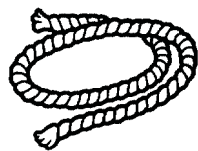

u

2.



o

3.



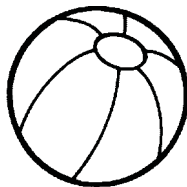
o

4.

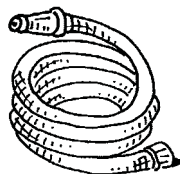


u

5.

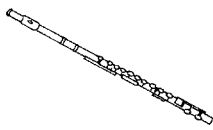


6.



o

7.



u

8.



Name _____

A. Read the words in the box. Write one word on each line.

new

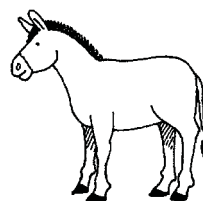
she

work

he

1. _____
_____ **new** _____2. _____
_____ **she** _____3. _____
_____ **work** _____4. _____
_____ **he** _____

B. Use a word from the box to finish each sentence.

1. Tom has a _____ **new** _____ mule.2. _____ **He/She** _____ dug a hole.3. _____ **He/She** _____ likes to bake.4. Dad will take lunch to _____ **work** _____.

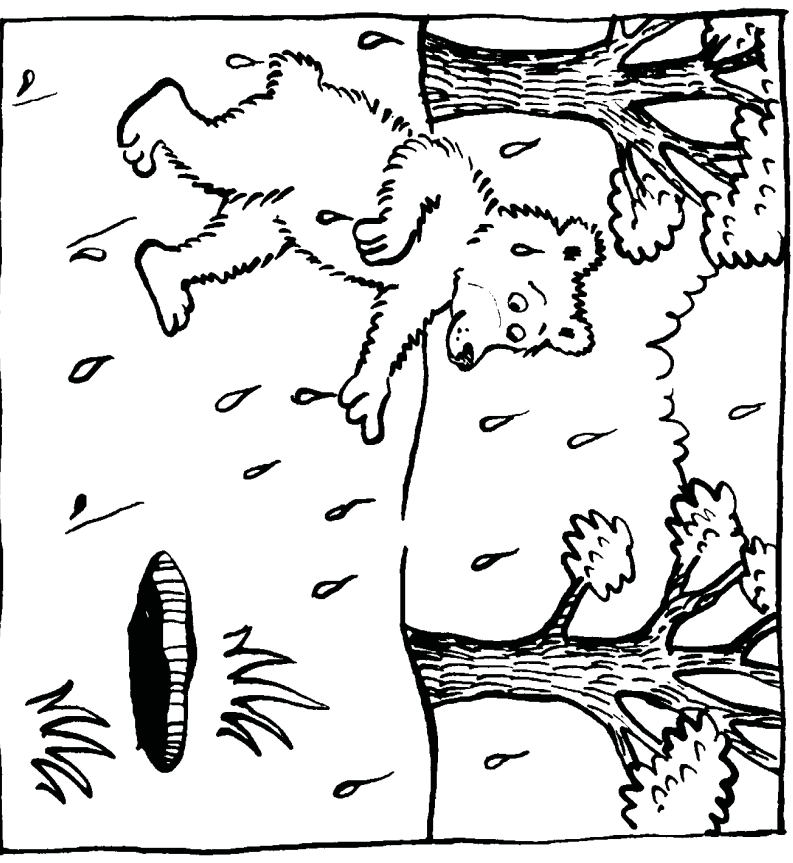
Name _____

When we read, sometimes we have to “fill in the blanks.”
This is called **drawing conclusions**.

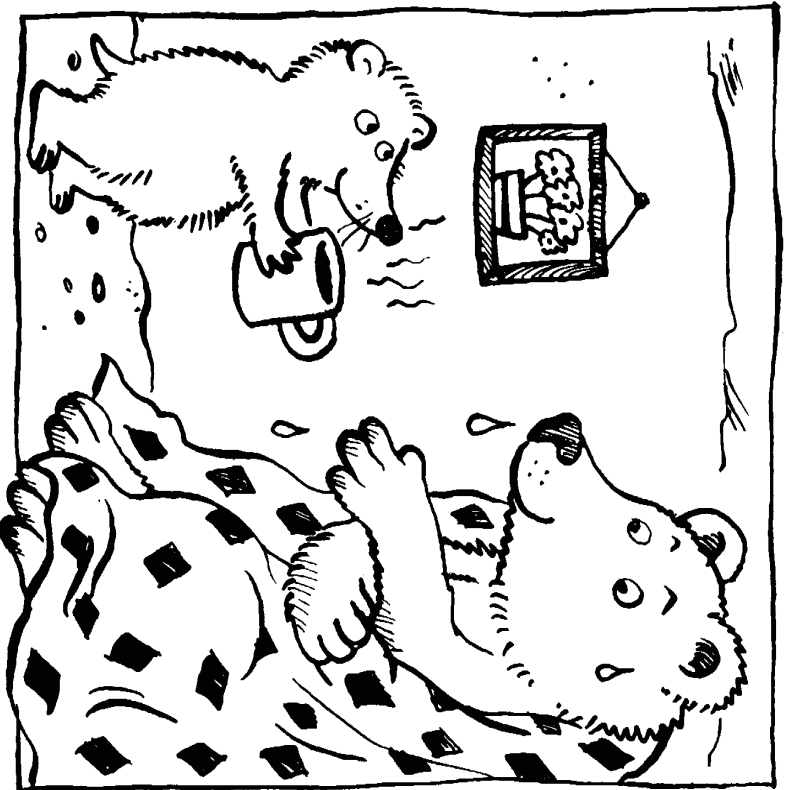
As you read “June’s Flute,” fill in the Conclusion Chart.

Detail	Detail
↓	
Conclusion	
.....	
Detail	Detail
↓	
Conclusion	

Cub and Mole



Cub was wet, wet, wet.
He went to Mole's home.



Cub did fit in.
"You are huge but cute,"
said Mole.

Cub and Mole had fun.

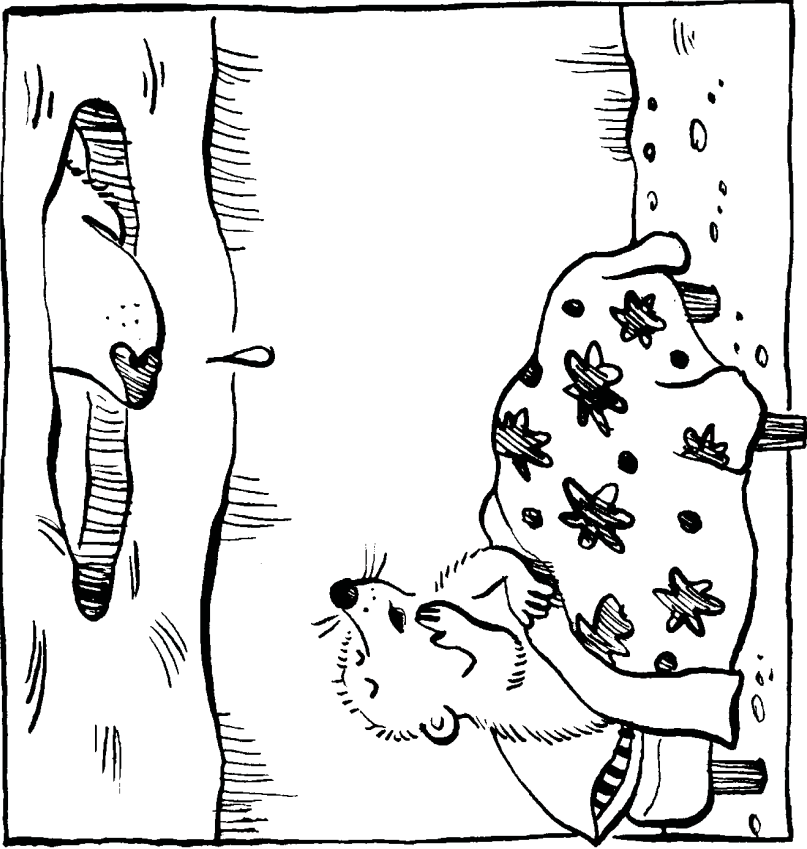
High-Frequency Words:

Circle the word he in the



At Home: Ask your
child to read the
book aloud to you.

story.



Cub poked his nose in.
Mole woke up.

Phonics: Draw a line under the long o
and long u words in the story.

2



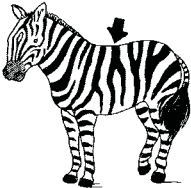
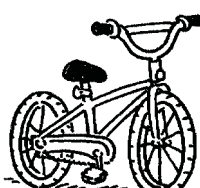
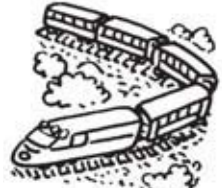
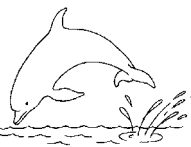
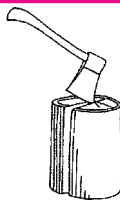
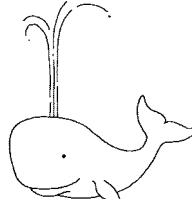
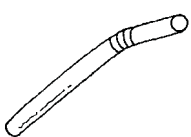
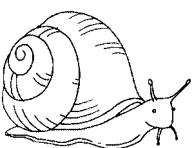
“Mole, can I come in?”
Cub asked.
“If you can fit,” said Mole.

Comprehension: How did Cub get
so wet?

3

Name _____

Say the name of each picture. Circle the picture whose name begins with the same sounds as the first picture.

1. 			
2. 			
3. 			
4. 			5

Name _____

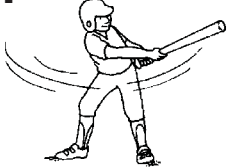
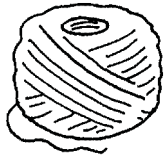
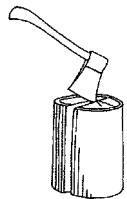
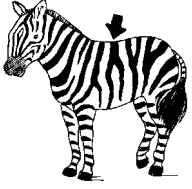
spr

str

scr

spl

Write the missing letters to finish the picture name.

1.  <u> </u> spl ash	2.  <u> </u> str ike
3.  <u> </u> scr atch	4.  <u> </u> scr ub
5.  <u> </u> str ing	6.  <u> </u> spl it
7.  <u> </u> str ipe	8.  <u> </u> spr ing

Name _____

Circle the word that completes each sentence.
Then write the word on the line.

1. Lots _____ **of** _____ cats have stripes.

of our

2. May I have a glass of _____ **water** _____ ?

water said

3. Ann _____ **put** _____ on her socks.

now put

4. I am _____ **done** _____ with this.

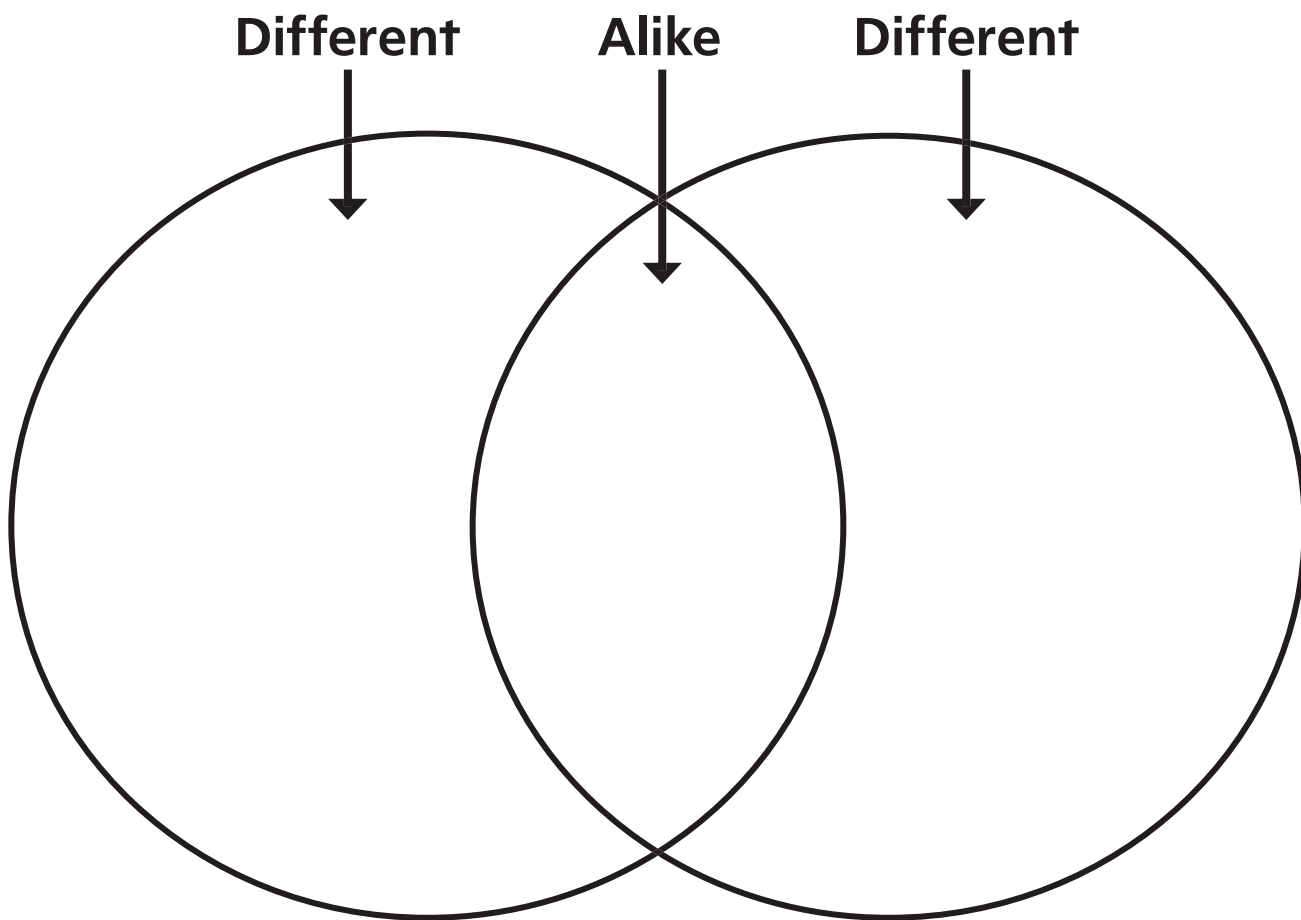
where done

Name _____

When we look at how two or more things are the same,
we **compare** them.

When we look at how they are different, we **contrast** them.

As you read “Let’s Help!,” fill in the Compare and Contrast Chart.





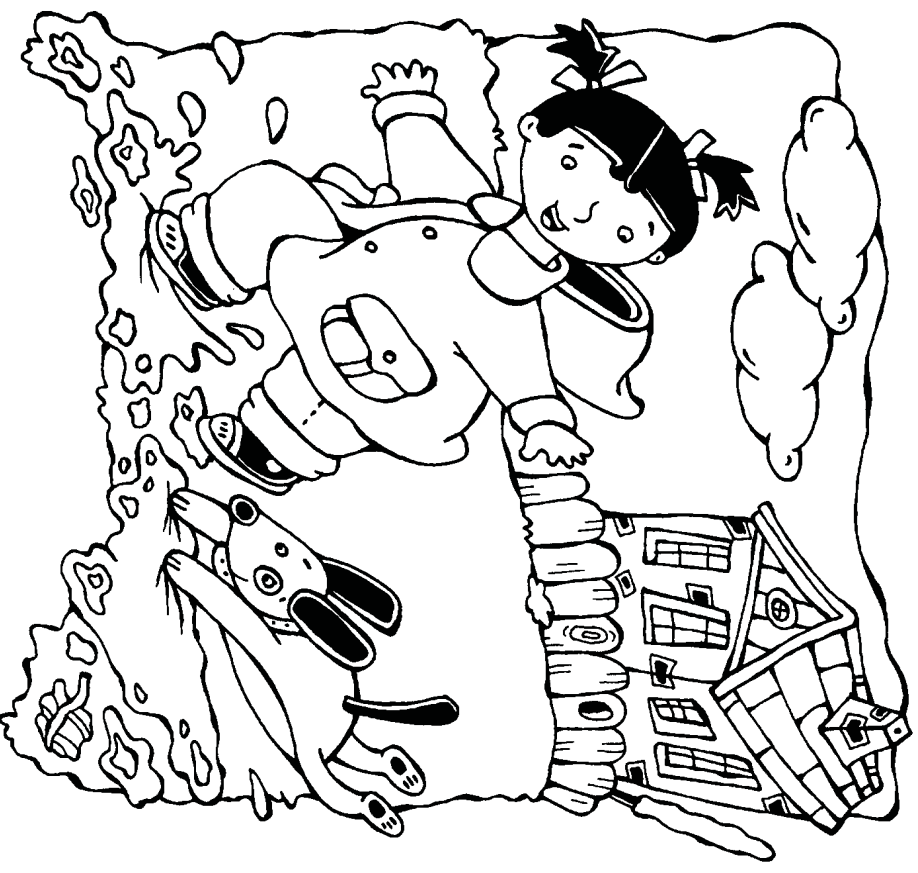
I put Scruff in the tub.

High-Frequency Words:
Circle the word put in
the story.

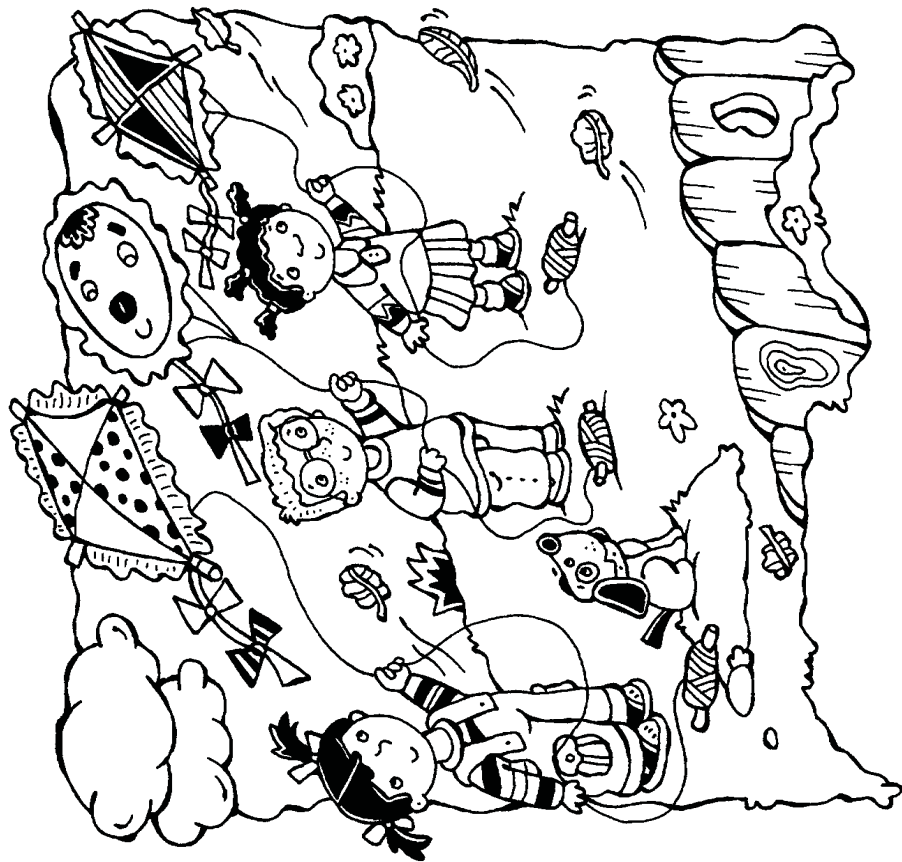


At Home: Ask your
child to read the
book aloud to you.

It Is Spring!



It is spring!
We jump and splash.



It is spring!
Kites on long strings go
up, up, up.

Phonics: Draw a line under words in the story with **spr**, **str**, or **spl**.

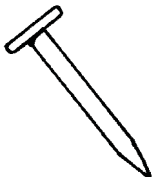
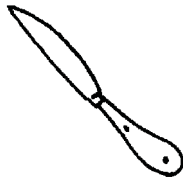
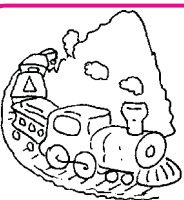
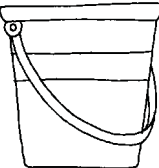
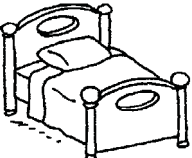
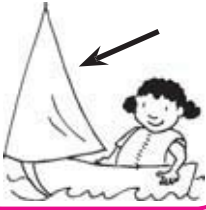
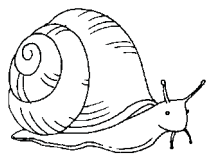


It is spring!
Flags with stripes wave.

Comprehension: How are the flags the same? How are they different?

Name _____

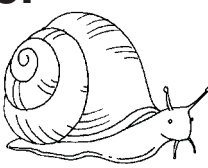
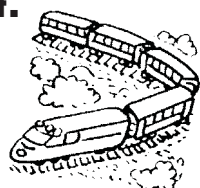
Say the name of each picture. Circle the picture whose name has the same long a sound as the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

rainplay

Circle the word that names each picture. Then write the word on the line. Underline the letters that make the long a sound.

1.  <u>rain</u> ran wait <u>rain</u>	2.  way clam <u>clay</u> <u>clay</u>	3.  sail <u>snail</u> snake <u>snail</u>
4.  trap <u>train</u> day <u>train</u>	5.  snail top <u>sail</u> <u>sail</u>	6.  <u>braid</u> bring brain <u>braid</u>

Name _____

A. Read the words in the box. Write one word on each line.

walk

into

some

soon

1. _____
_____ **walk** _____

2. _____
_____ **into** _____

3. _____
_____ **some** _____

4. _____
_____ **soon** _____

B. Use a word from the box to finish each sentence.

1. I see _____ **some** _____ roses.



2. She put the dishes _____ **into** _____ a box.

3. We will be home _____ **soon** _____ .

4. The dogs _____ **walk** _____ with us.

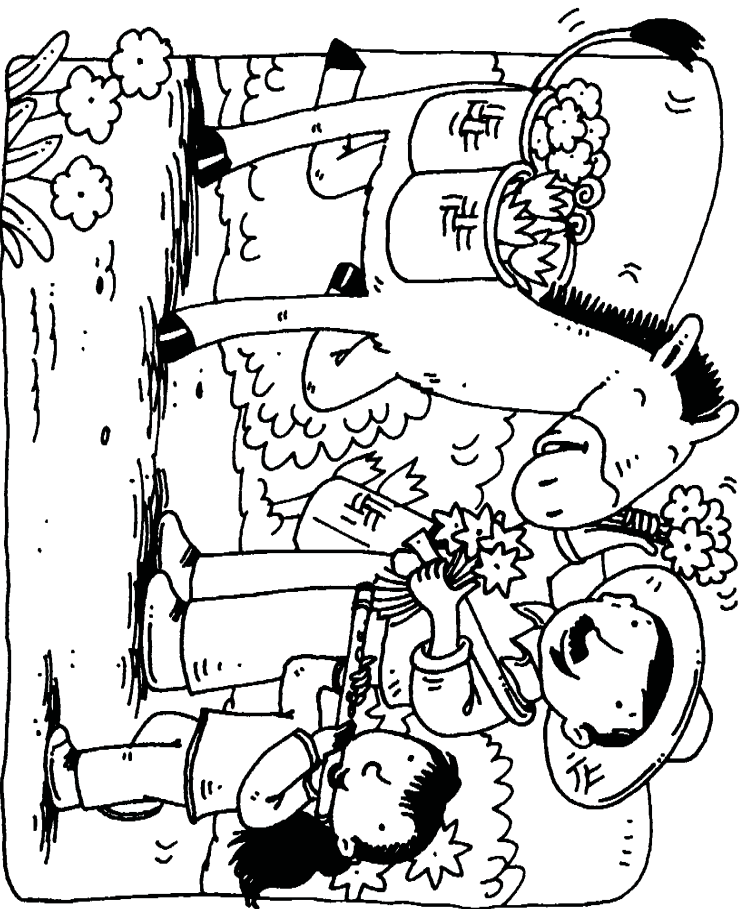


Name _____

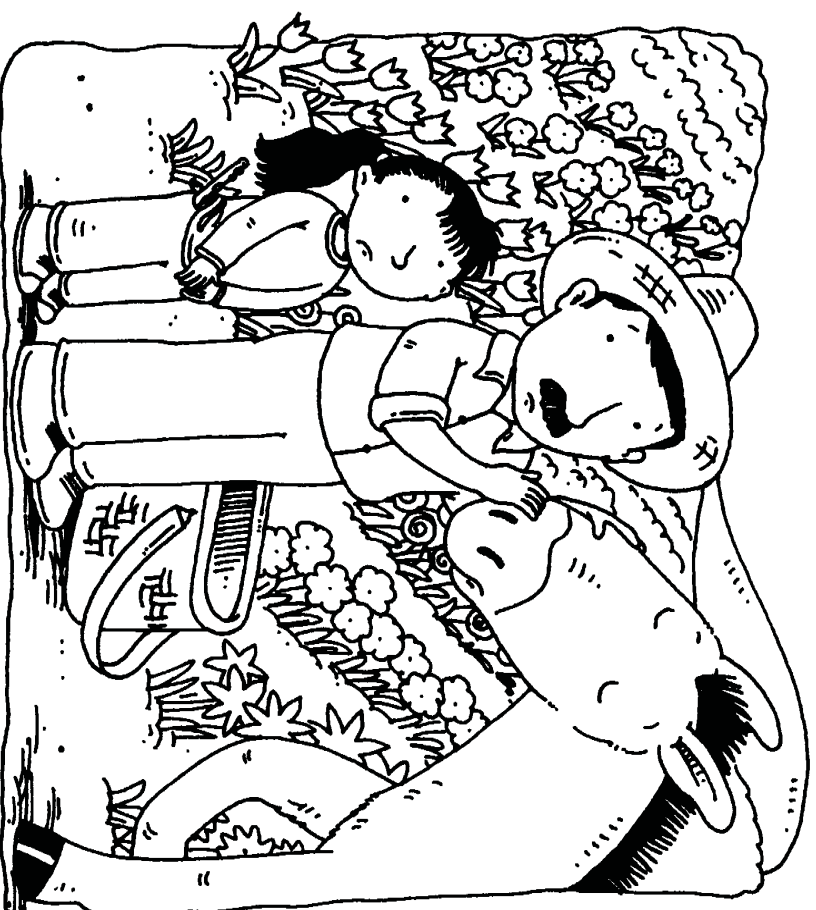
Readers **make predictions**, or guesses, about what might happen in a story. Good readers check their predictions as they read to see if they are correct.

As you read “It Is Raining,” fill in the Predictions Chart.

What I Predict	What Happens



Soon Gray is well.
He kicks and jumps.
Gray likes it when Kay plays.



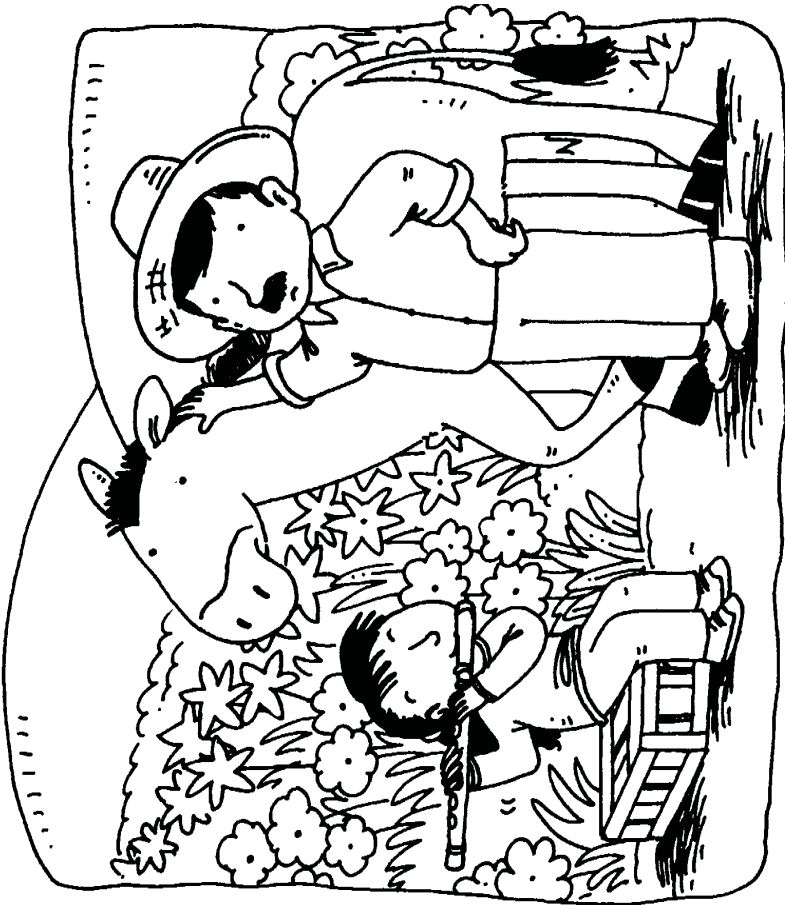
Kay's Mule

Kay has a gray mule.
The mule's name is Gray.
Today Gray will not walk.
"I think Gray is in pain,"
said Kay.

At Home: Ask your child to read the book aloud to you.



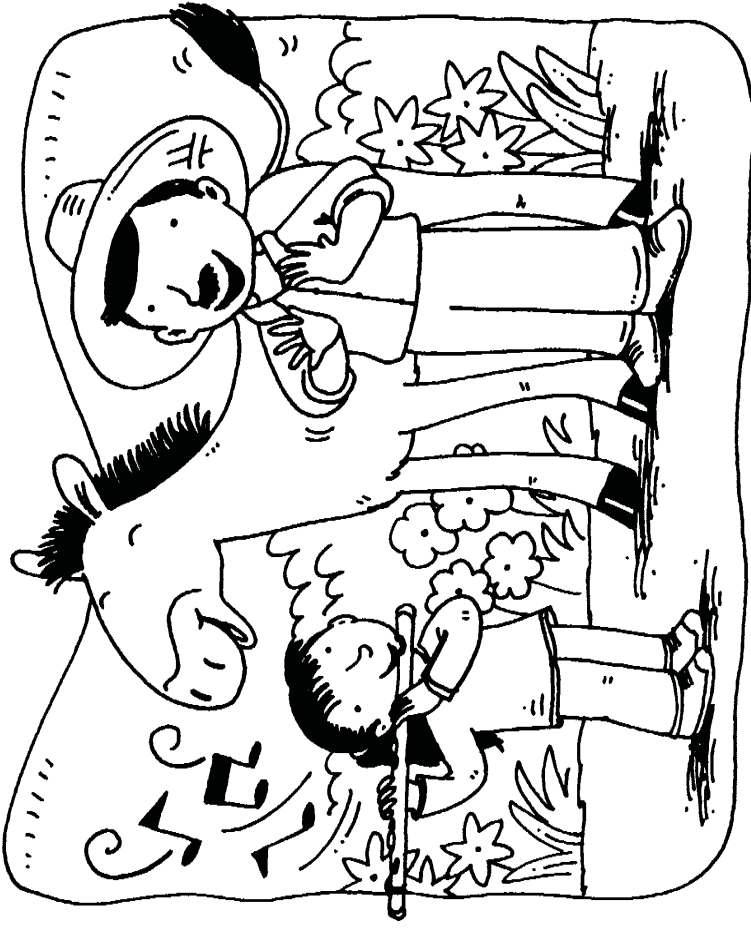
High-Frequency Words:
Circle the words walk and soon in the story.



Kay and Dad wait.
They let Gray rest.
“I can play for him,”
said Kay.

Phonics: Draw a line under the long a
spelled **ay** or **ai** words.

2



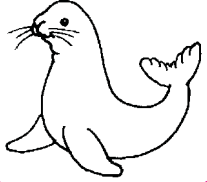
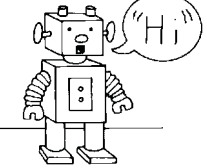
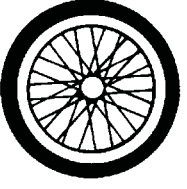
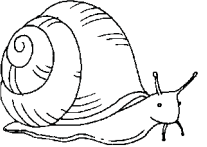
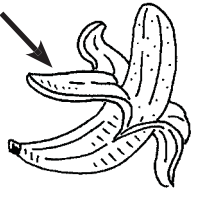
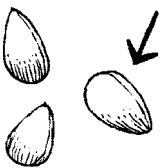
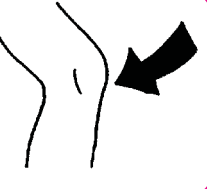
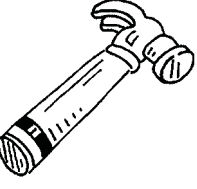
Gray likes Kay's tunes.
Dad claps. Gray taps.
“Look at Gray!” said Kay.

Comprehension: What did you predict
would happen when Kay played?

3

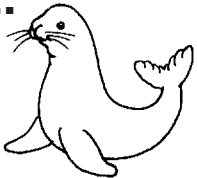
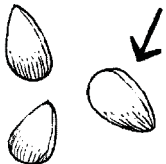
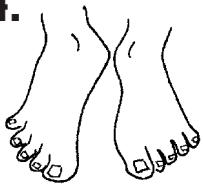
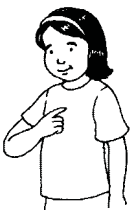
Name _____

Say the name of each picture. Circle the picture whose name has the same long e sound as the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

Look at each picture. Use the letter tiles to write each picture name.

l f s	1. 	l	e	a	f
	2. 	s	e	a	l
f s t d m r	3. 	s	e	e	d
	4. 	f	e	e	t
	5. 	t	r	e	e
	6. 	m	e		

Name _____

A. Read the words in the box. Write one word on each line.

give

across

says

again

1. _____
_____ **give** _____2. _____
_____ **across** _____3. _____
_____ **says** _____4. _____
_____ **again** _____

B. Use a word from the box to finish each sentence.

1. Did you _____ **give** _____ the dog a bone?2. Matt lives _____ **across** _____ the street.3. Fox _____ **says** _____ he wants to eat.4. Pete will take the test _____ **again** _____.

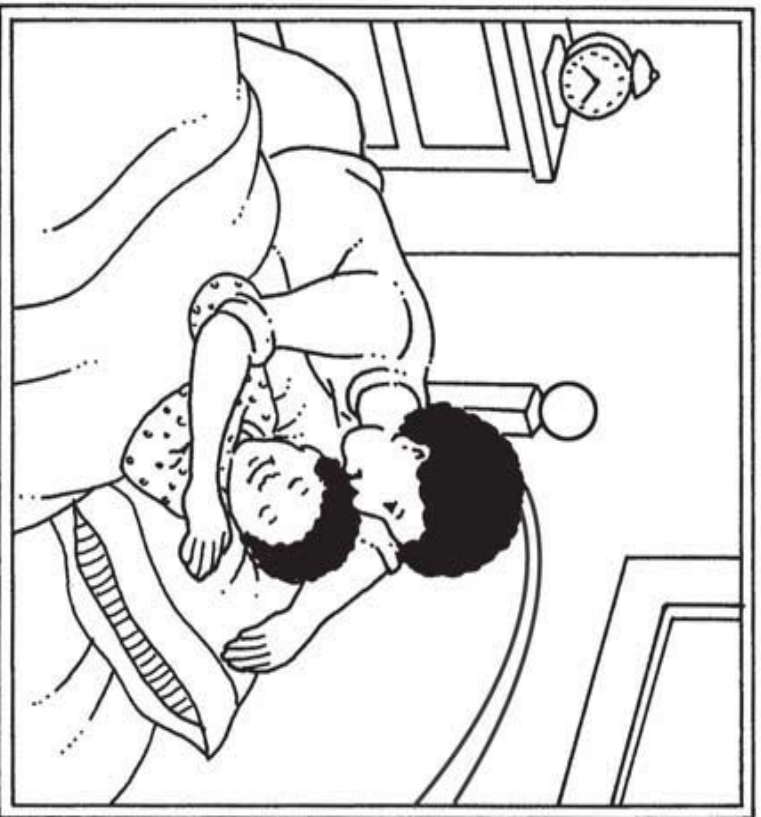
Name _____

The **characters** are the people or animals in the story.
The **setting** is where the story takes place.

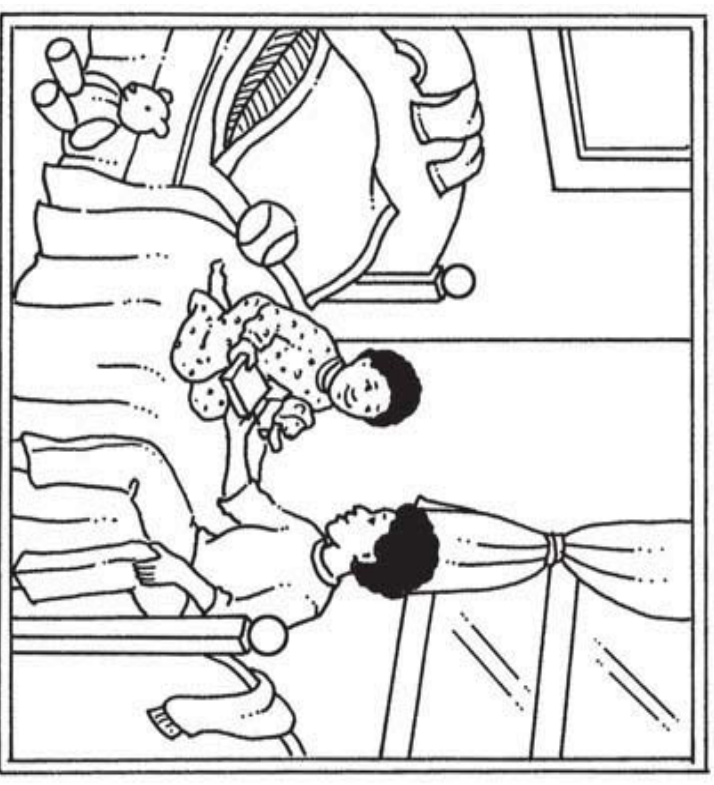
As you read “Up a Tree,” fill in the Character and Setting Chart.

Setting	What the Characters Do There

Sweet Dreams, Pete!



Pete hugs Mom.
Mom kisses Pete.
“A kiss is what I need,” says
Pete. “Now I will sleep.”



Pete will not sleep.
“Read to me,” says Pete.
“Fine,” says his mom.
“But then you must sleep.”

At Home: Ask your
child to read the
book aloud to you.



High-Frequency Words:

Circle the words says and
give in the story.



Pete will not sleep.
 “Give me a snack,” says Pete.
 “Fine,” says Pete’s mom.
 “Then you must sleep.”

Phonics: Underline the words in the story that have **long e** spelled **e**, **ea**, and **ee**.

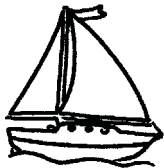
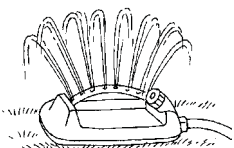
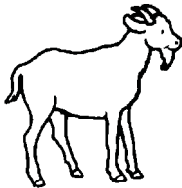
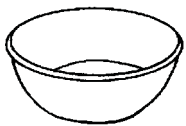
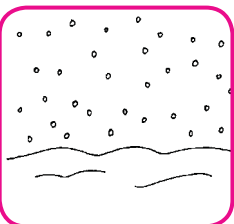
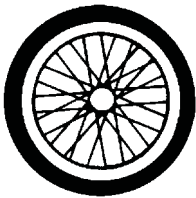
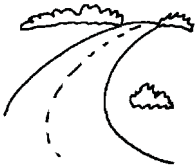
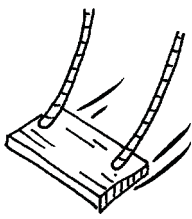
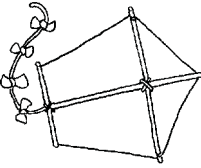
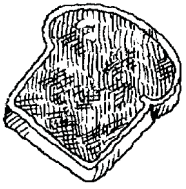
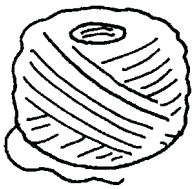


Pete will not sleep.
 “I need something to take
 with me,” says Pete.
 “What will it be?” asks
 Pete’s mom.

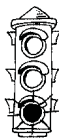
Comprehension: How would you describe Pete?

Name _____

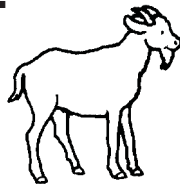
Say the name of each picture. Circle the picture whose name has the same long o sound as the first picture.

1. 			
2. 			
3. 			
4. 			

Name _____

boatgobowl

Circle the word that names each picture. Then write the word on the line. Underline the letters that make the long o sound.

1.  <u>coat</u> close cot <u>coat</u>	2.  bow flow <u>blow</u> <u>blow</u>	3.  swing stop <u>soap</u> <u>soap</u>
4.  roll <u>row</u> skip <u>row</u>	5.  grab <u>goat</u> got <u>goat</u>	6.  <u>fold</u> fix flat <u>fold</u>

Name _____

A. Read the words in the box. Write one word on each line.

about

people

move

by

1. _____
_____ **about** _____

2. _____
_____ **people** _____

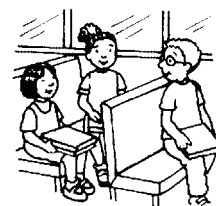
3. _____
_____ **move** _____

4. _____
_____ **by** _____

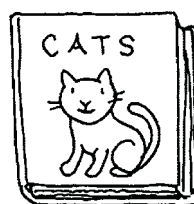
B. Use a word from the box to finish each sentence.

1. Some _____ **people** _____ like to sing.

2. She sits _____ **by** _____ me on the bus.



3. This is _____ **about** _____ cats.



4. I can _____ **move** _____ the big box.

Name _____

Retelling a story helps you remember the most important parts. You can then share the story with others.

As you read “Let’s Go!,” fill in the Retelling Chart.

Let’s Go!**Beginning**

1.



2.

Middle

3.



4.

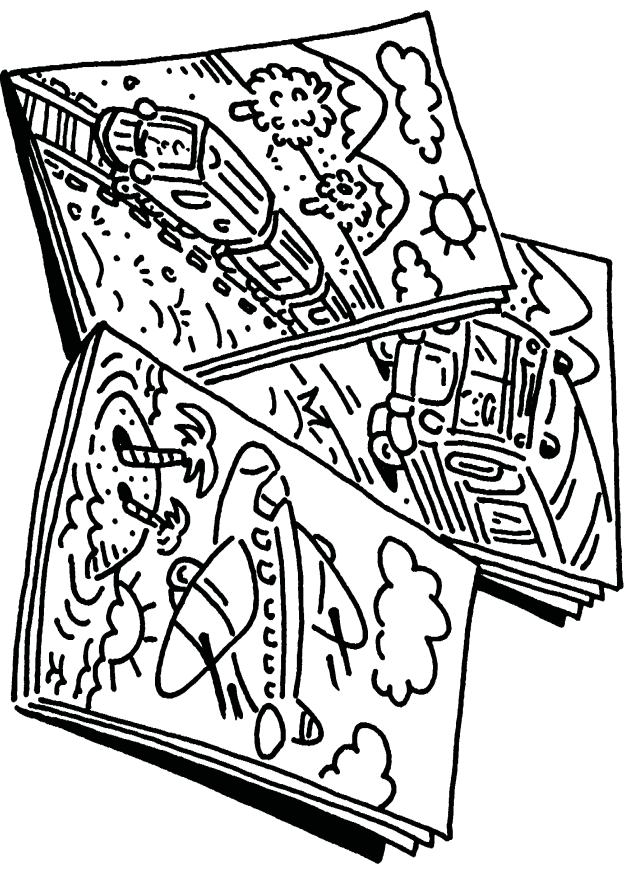
Ending

5.

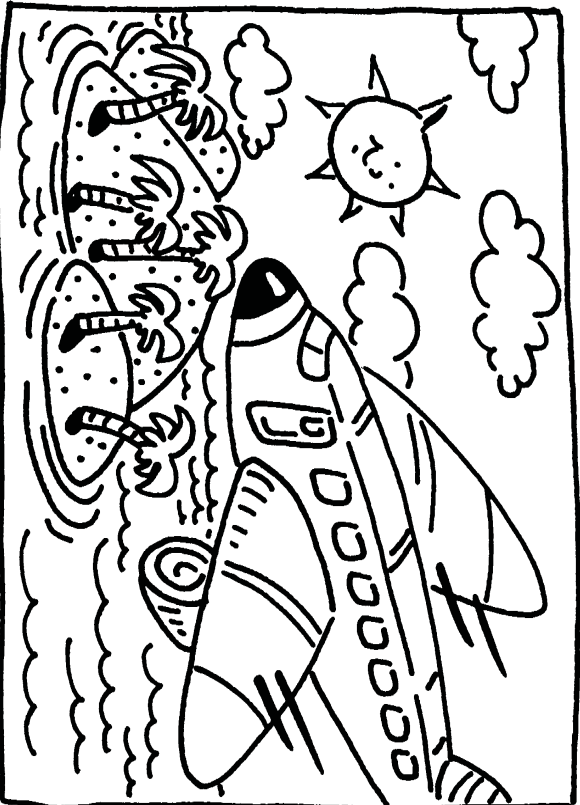


6.

Go, Go, Go!



Go, go, go!
People go in so many ways.



A plane is not slow.
A plane is a fast way to go.
Which ways do you go?

© Macmillan/McGraw-Hill



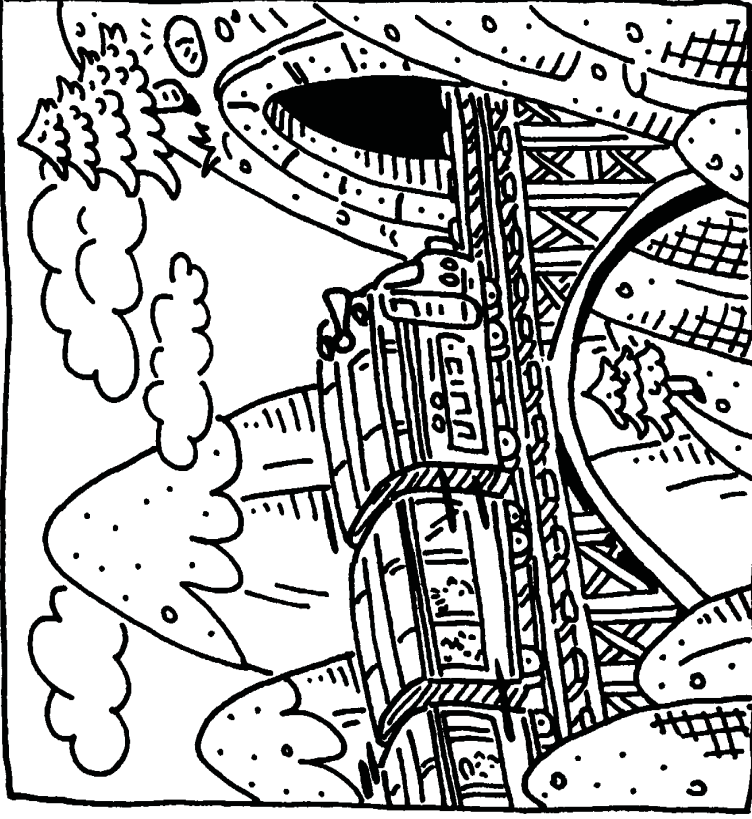
At Home: Ask your
child to read the
book aloud to you.

High-Frequency Words:
Circle the words by and
people in the story.



We can go by bus.
A bus drives on a road.
It can be a slow way to go.

Phonics: Draw a line under words that have long o spelled oa, ow, or o.

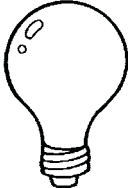
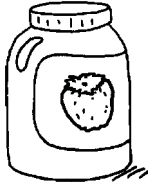
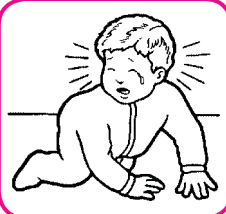
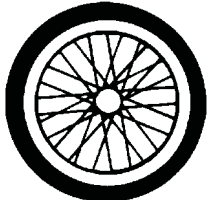
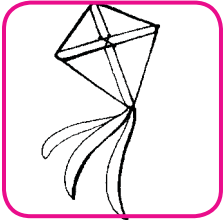


A train is a fast way to go.
A train rides on a track.
It can take a big load.

Comprehension: What ways to go have you read about so far?

Name _____

Say the name of each picture. Circle the picture whose name has the same long i sound as the first picture.

1. 			
2. 			
3. 			
4. 			

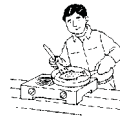
Name _____



wind



light



fry

Look at each picture. Write the picture name on the line. Circle the letters that make the long *i* sound in each word.

night

cry

fly

wind

bright

sky

1.



bright

2.



sky

3.



wind

4.



fly

5.



night

6.



cry

Name _____

A. Read the words in the box. Write one word on each line.

every

should

never

out

1. _____

every

2. _____

should

3. _____

never

4. _____

out

B. Use a word from the box to finish each sentence.

1. **Every** _____ bee lives in a hive.



2. I **never** _____ cross that street.

3. Did you let the cat **out** _____ ?

4. People **should** _____ keep fit.



Name _____

Stories have a **beginning**, a **middle**, and an **end**.

As you read “The Light,” fill in the Plot Chart.

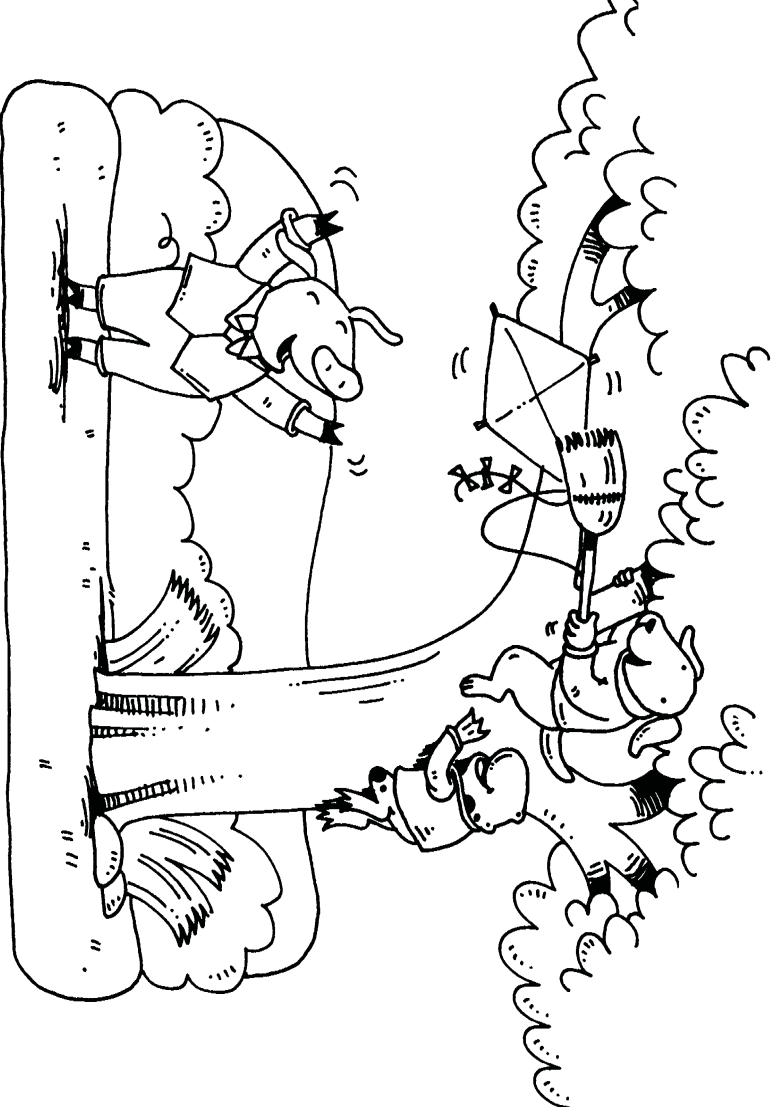
Beginning



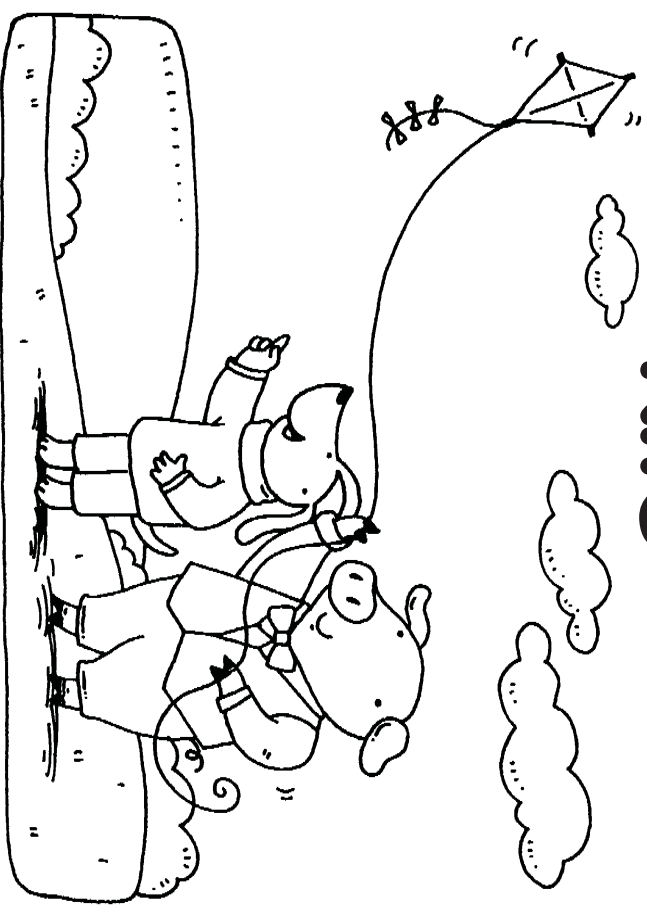
Middle



End



Pig Can Fly a Kite



Frog gave the broom to Dog.

Then Dog got Pig's kite.

"Thanks so much," said Pig.

"I have such kind pals!"

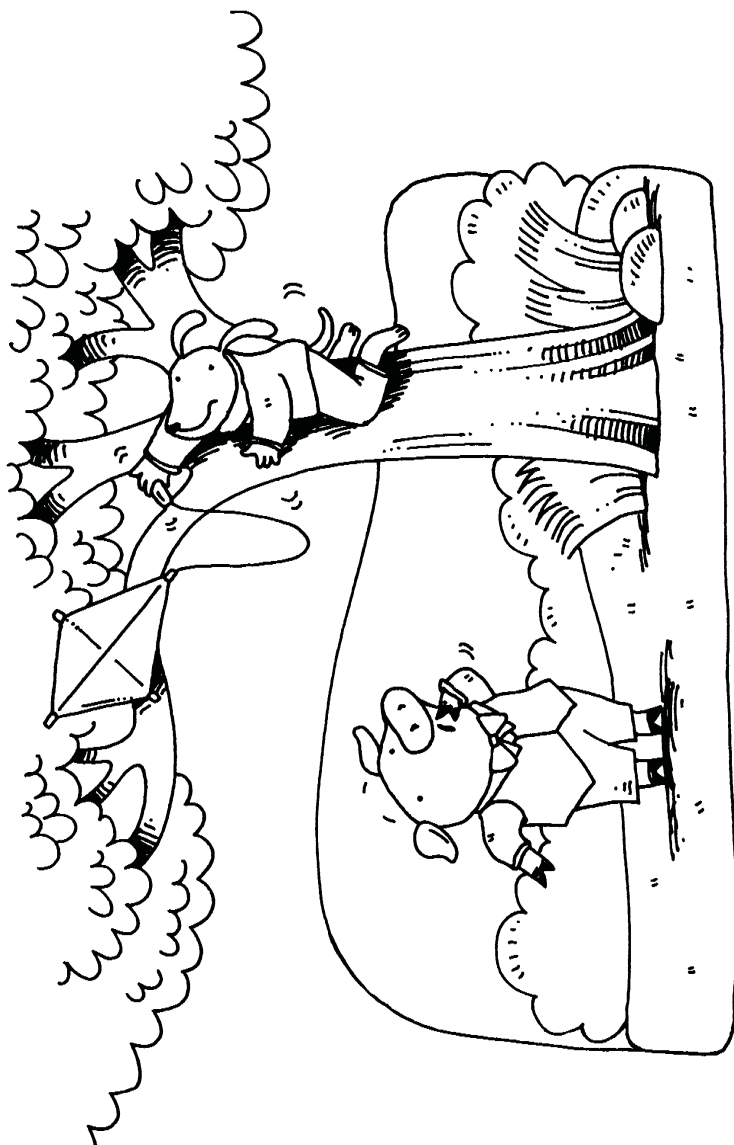
High-Frequency Words:

Circle the words out and

never in the story.

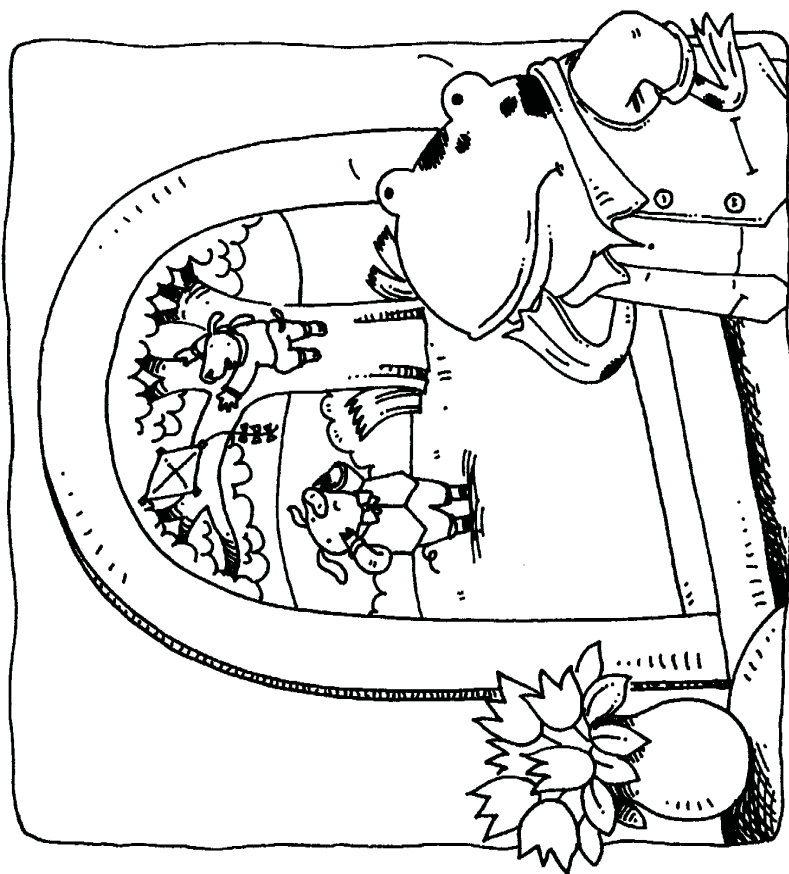


At Home: Ask your child to read the book aloud to you.



Then Pig's kite got stuck.
It was high up in a tree.
Dog went up to get it.
"Don't slip, Dog!" Pig yelled.

Phonics: Draw a line under the words that have long **i** spelled **igh** or **y**.

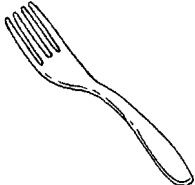
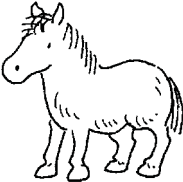
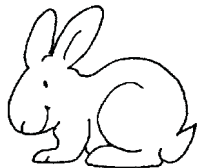
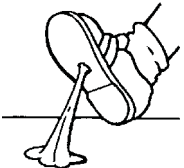
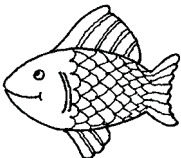


Frog looked out.
"Pig's kite is so high up," he
said. "Dog will never reach it."
So Frog got a broom.

Comprehension: What is Pig's problem?
Who helps him solve the problem?

Name _____

Say the name of each picture. Circle the picture whose name ends with the same long e sound as the first picture.

1. 			
2. 			
3. 			
4. 			

Name _____



puppy



valley

Look at each picture. Write the picture name on the line. Circle the letters that make the long e sound.

baby

pony

bunny

key

penny

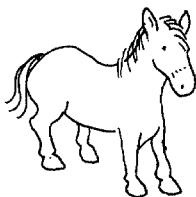
1.



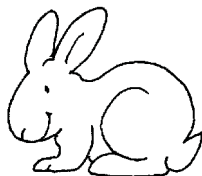
2.



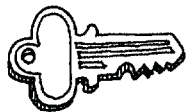
3.



4.



5.



Name _____

A. Read the words in the box. Write one word on each line.

saw

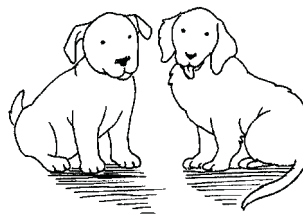
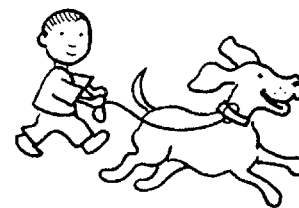
pull

two

other

1. _____
_____ **saw** _____2. _____
_____ **pull** _____3. _____
_____ **two** _____4. _____
_____ **other** _____

B. Use a word from the box to finish each sentence.

1. I have _____ **two** _____ dogs.2. Did you take my _____ **other** _____ sock?3. The dog can _____ **pull** _____ Fred.4. I _____ **saw** _____ you jump up.

Name _____

Retelling a story helps you remember the most important parts. You can then share the story with others.

As you read “Lilly Cleans Up,” fill in the Retelling Chart.

Lilly Cleans Up

Beginning

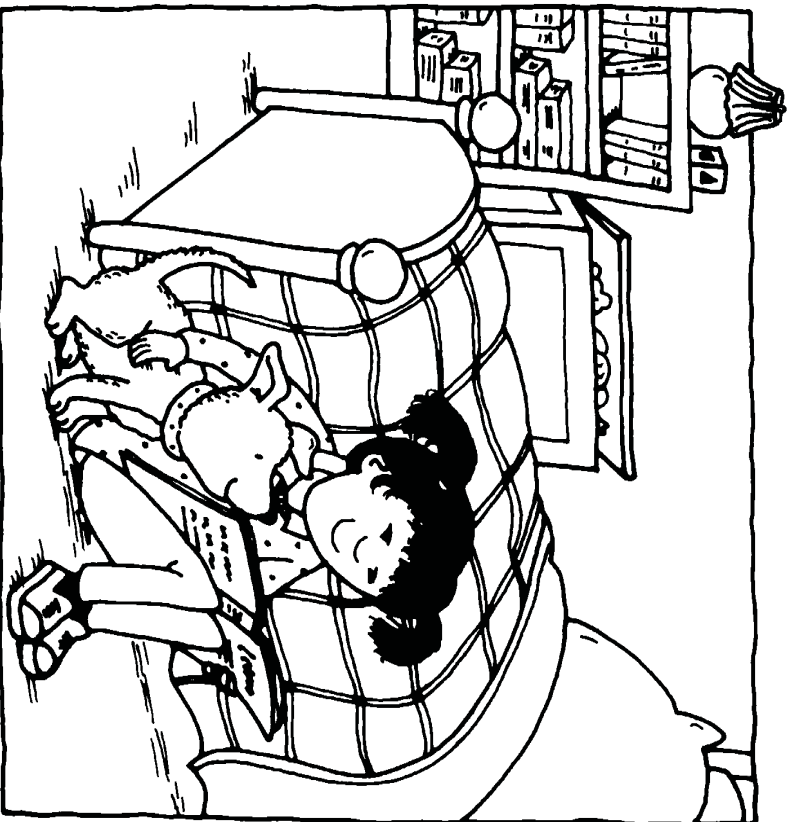
1.	→	2.
----	---	----

Middle

3.	→	4.
----	---	----

Ending

5.	→	6.
----	---	----



At last Milly was done
cleaning.
She was happy.

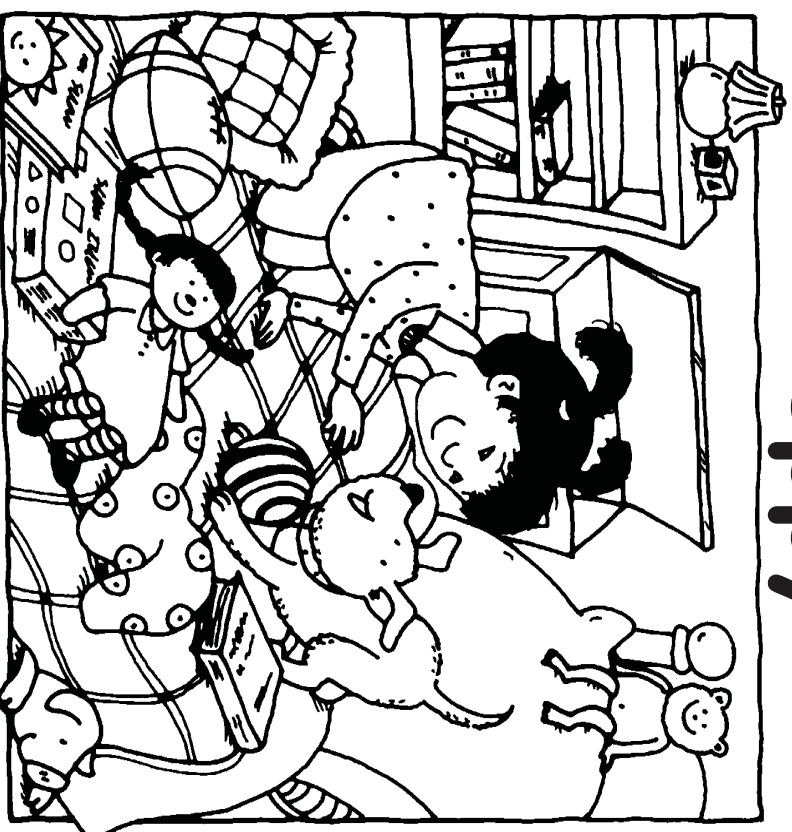
Milly and her puppy played!

High-Frequency Words:
Circle the words two and
other in the story.



At Home: Ask your
child to read the
book aloud to you.

Milly's Happy Puppy



Milly had a happy puppy.
He and Milly had fun
together.



Mom said, "Milly, this is messy! Clean it up. Then you two can play."
Milly was not happy.

Phonics: Draw a line under words that have **long e** spelled **y**.

2



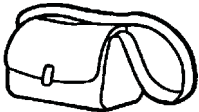
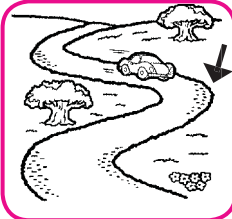
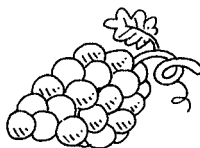
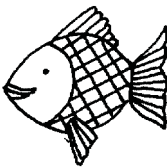
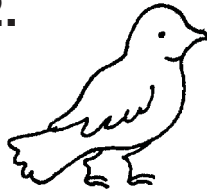
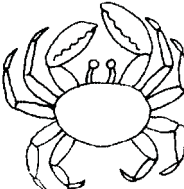
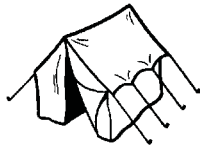
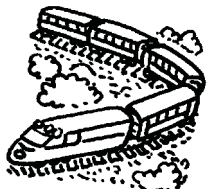
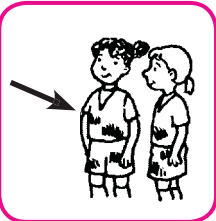
But Milly's puppy helped clean.
He picked some things up.
Milly picked other things up.

Comprehension: What do Milly and the puppy do in the middle of the story?

3

Name _____

Say the name of each picture. Circle the picture whose name has the same middle sound as the first picture.

1. 			
2. 			
3. 			
4. 			

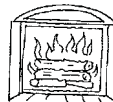
Name _____



bird

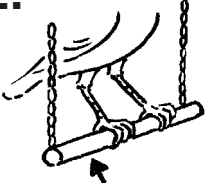
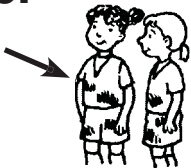
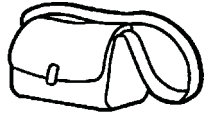


fern



burn

Look at each picture. Write the missing letters to finish the picture name.

1.  f <u>er</u> n	2.  p <u>er</u> ch
3.  st <u>ir</u>	4.  sk <u>ir</u> t
5.  g <u>ir</u> l	6.  d <u>ir</u> t
7.  p <u>ur</u> se	8.  h <u>ur</u> t

Name _____

A. Read the words in the box. Write one word on each line.

does

also

another

from

1. _____
_____ **does** _____2. _____
_____ **also** _____3. _____
_____ **another** _____4. _____
_____ **from** _____

B. Use a word from the box to finish each sentence.

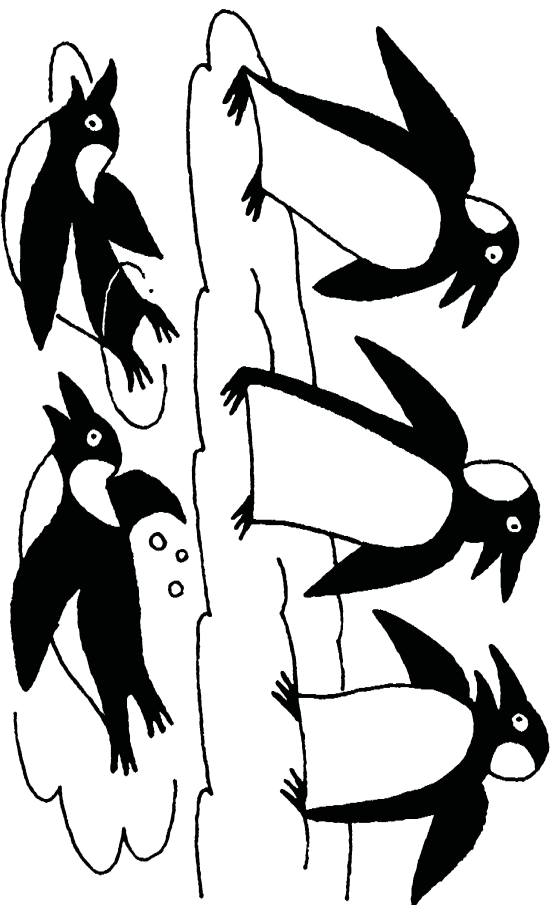
1. The nest hangs _____ **from** _____ a branch.2. What _____ **does** _____ the bird use to make it?3. The bird _____ **also** _____ uses sticks.4. There is _____ **another** _____ nest in the tree.

Name _____

A **cause** is what makes something happen.
An **effect** is what happens.

As you read “Birds’ Nests,” fill in the Cause and Effect Chart.

Cause	Effect



A penguin is a bird. But it does not fly. This bird has flippers and webbed feet that help it swim. It walks and slides on the ice, too.

High-Frequency Words:
Circle the words from and does in the story.

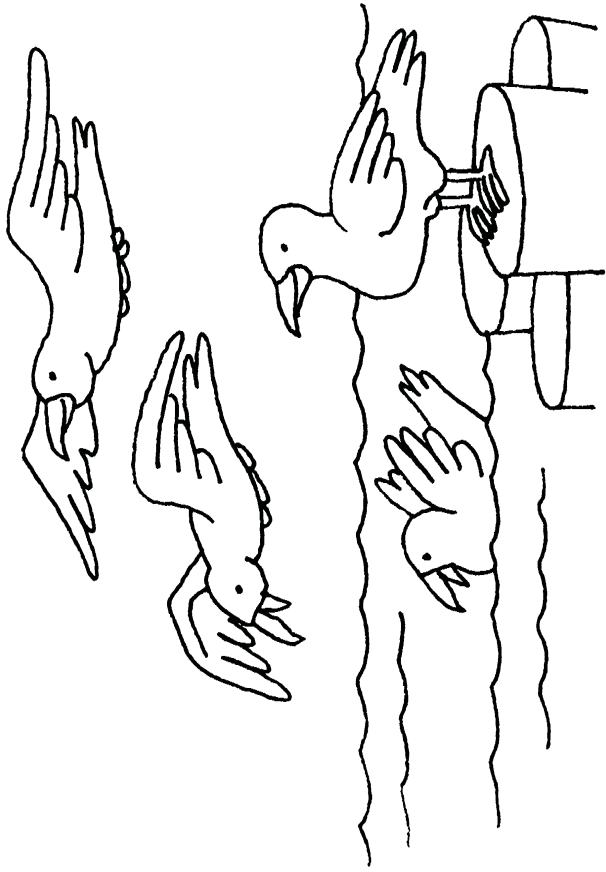


At Home: Ask your child to read the book aloud to you.

Birds, Birds, Birds



Ducks live in rivers, lakes, and ponds. A duck's webbed feet help it swim. It dips its bill to eat plants and bugs.



Seagulls live by the sea.

In winter, this bird flies to get away from the cold. It goes to a warm spot. Then it flies back in summer.

Phonics: Underline the words in the story that have the same vowel sound you hear in her, stir, and fur.

2



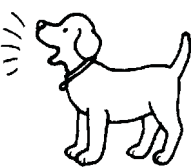
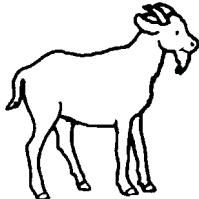
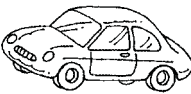
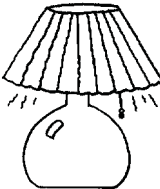
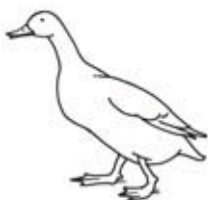
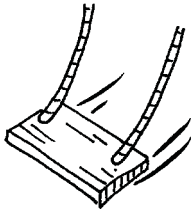
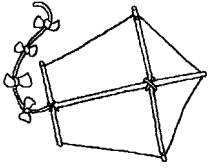
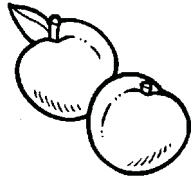
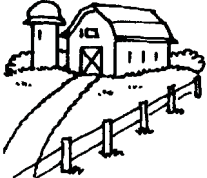
An owl is a hunter. This bird likes to hunt at night. It sees well in dim light. It hears well, too.

Comprehension: What causes the seagull to fly far away in winter?

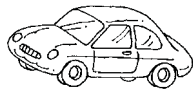
3

Name _____

Say the name of each picture. Circle the picture whose name has the same vowel sound as the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

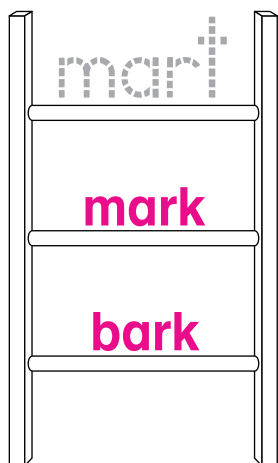
Name _____



car

Finish each word ladder. Change only one letter at a time.

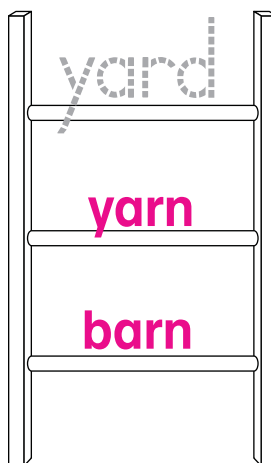
1. Go from **mart** to **bark**.



Hints:

Change
t to k.

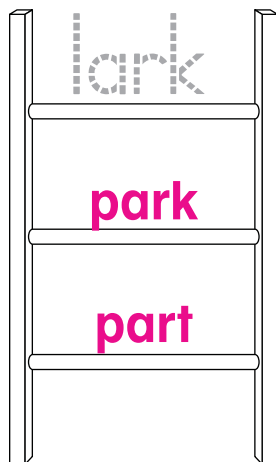
2. Go from **yard** to **barn**.



Hints:

Change
d to n.

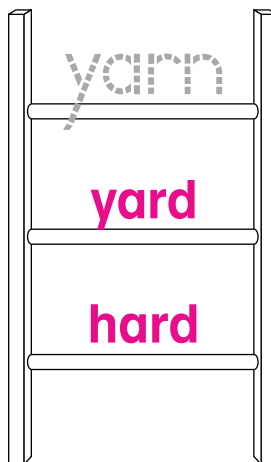
3. Go from **lark** to **part**.



Hint:

Change
l to p.

4. Go from **yarn** to **hard**.



Hint:

Change
n to d.

Name _____

A. Read the words in the box. Write one word on each line.

better

knew

were

any

1. _____
_____ **better** _____

2. _____
_____ **knew** _____

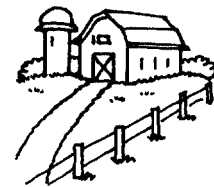
3. _____
_____ **were** _____

4. _____
_____ **any** _____

B. Use a word from the box to finish each sentence.

1. We **knew** the way to the park.

2. We **were** at the park.



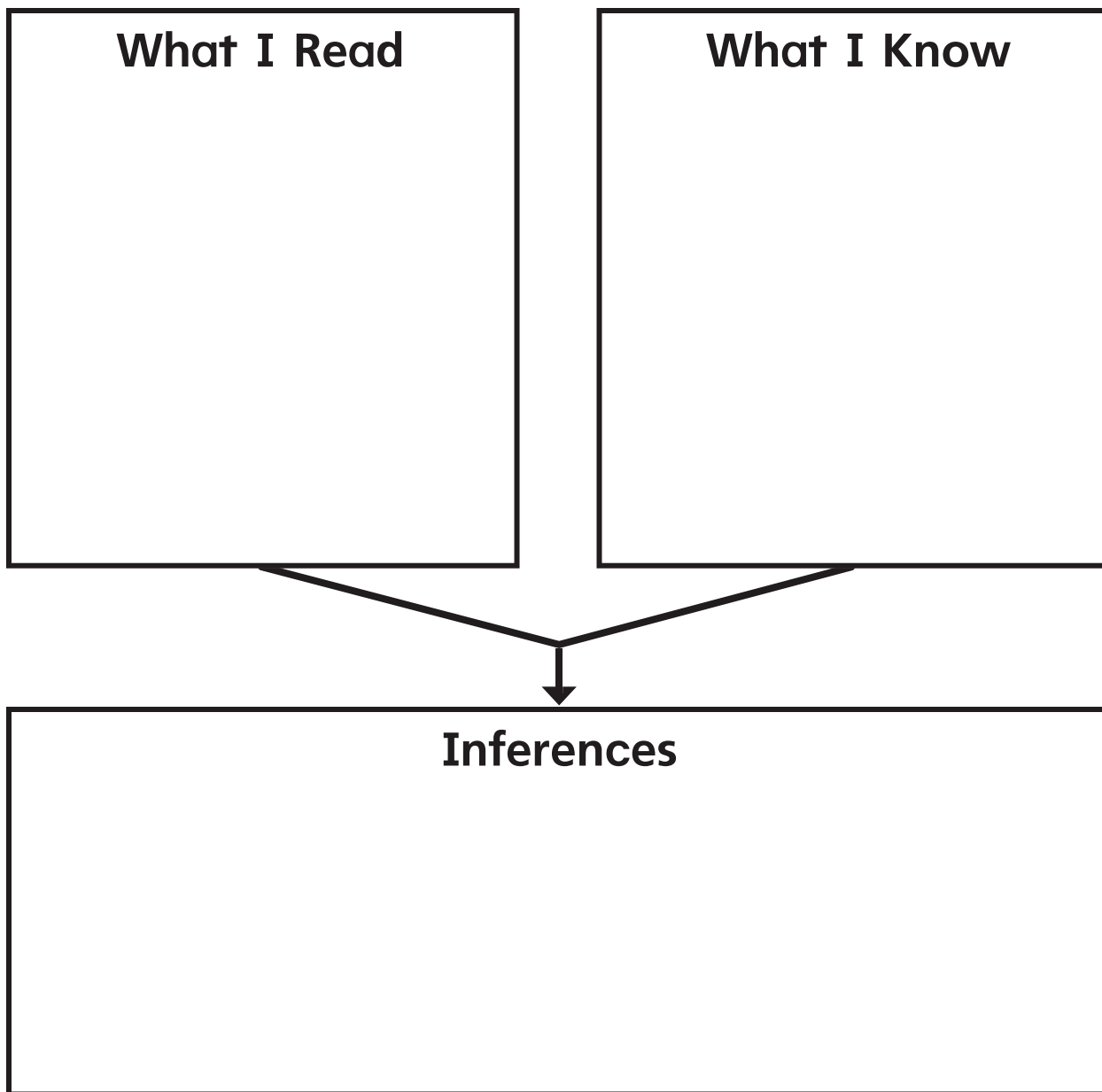
3. Was it **better** than the farm?

4. I can go to the farm **any** day I want.

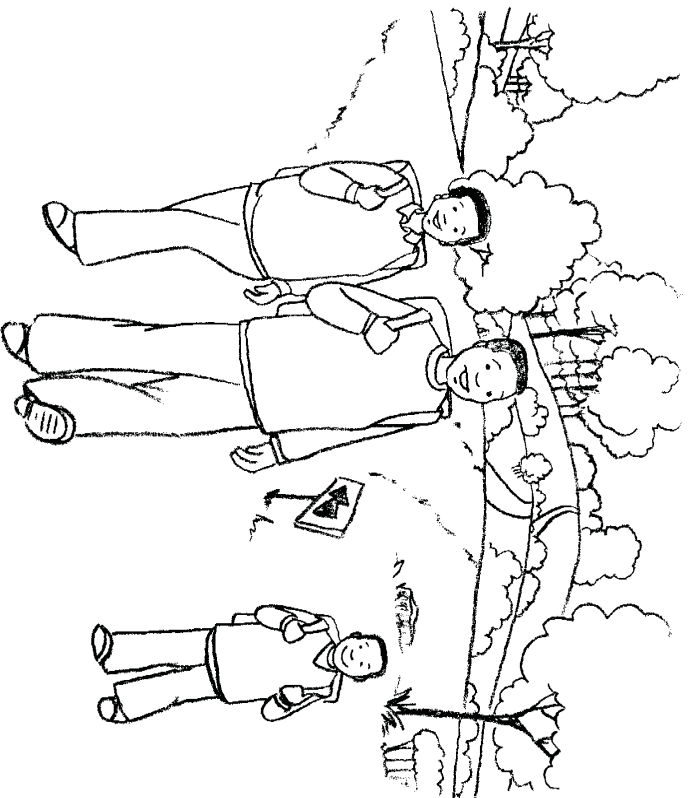
Name _____

Good readers use what they already know and what they learn from what they read to **make inferences**.

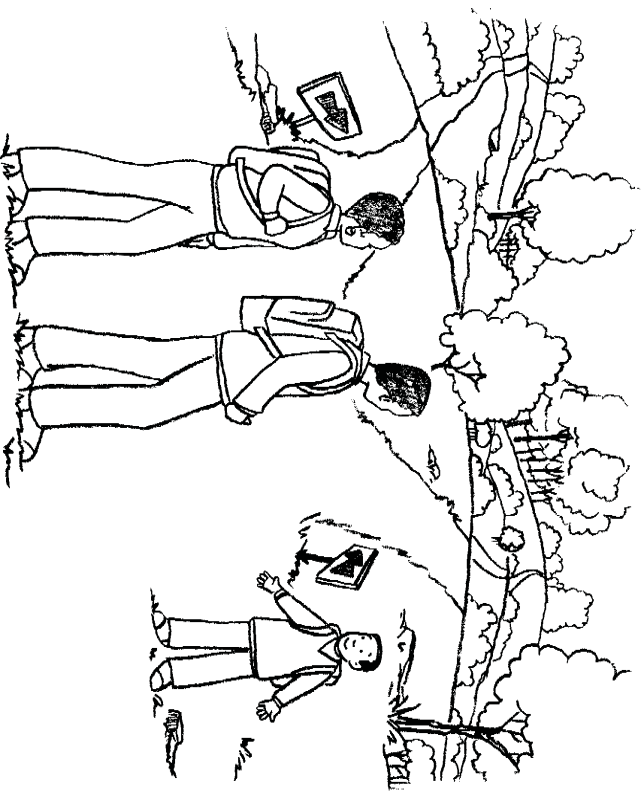
As you read “At the Big Park,” fill in the Inference Chart.



A Hike in the Park



A while later, the hikers went back. They had hiked three miles. Mark felt tired, but happy!

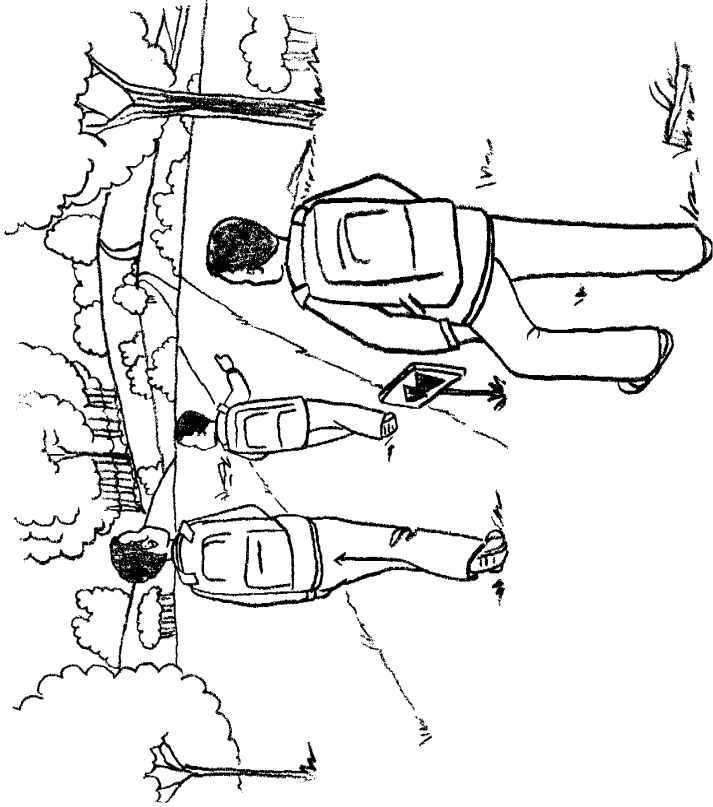


Mom and Dad and Mark were hiking in a park. “Let’s take that trail,” said Mom.

High-Frequency Words:
Circle the words were and better in the story.



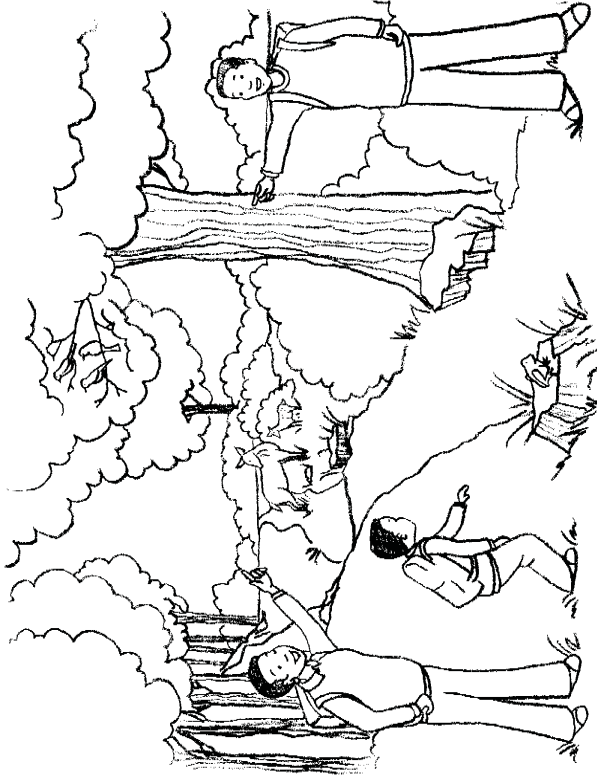
At Home: Ask your child to read the book aloud to you.



“This trail looks better!”
said Mark.

The three hikers started up
the trail. They went far.

Phonics: Underline the words in the story
that have **ar** as in car.

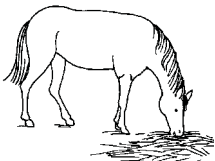
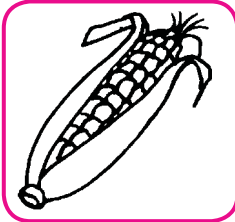
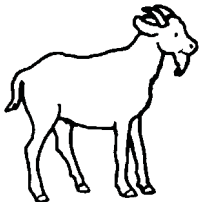
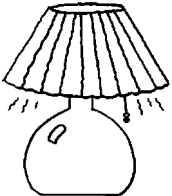
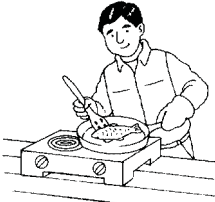
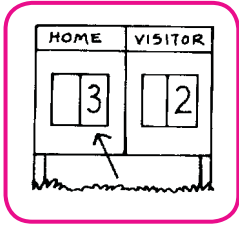
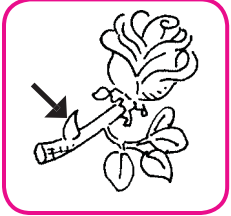
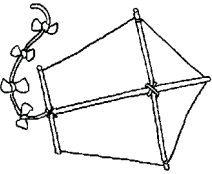
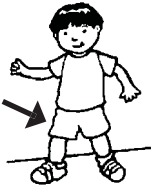
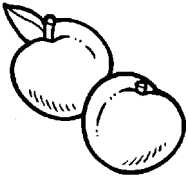
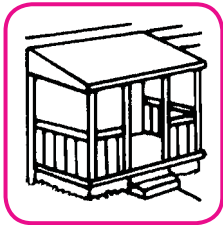
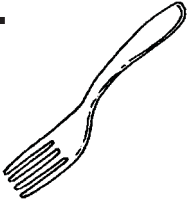


“Look at that deer with its
mom!” said Dad.
“I see three larks in the tree!”
said Mom.
“I see a big frog!” said Mark.

Comprehension: How does Mark’s family
feel about their hike?

Name _____

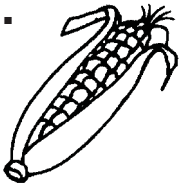
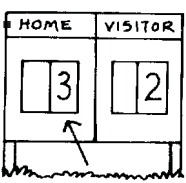
Say the name of each picture. Circle the picture whose name has the same vowel sounds as the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

hornshore

Look at each picture. Use the letter tiles to complete each picture name.

o	1. 	h	o	r	n	
r	2. 	c	o	r	n	
k	3. 	f	o	r	k	
n	4. 	s	t	o	r	k
e	5. 	s	c	o	r	e

Name _____

A. Read the words in the box. Write one word on each line.

great

because

warm

would

1. _____
_____ **great** _____

2. _____
_____ **because** _____

3. _____
_____ **warm** _____

4. _____
_____ **would** _____

B. Use a word from the box to finish each sentence.

1. Sunday was _____ **warm** _____ and sunny.

2. It was a _____ **great** _____ game!



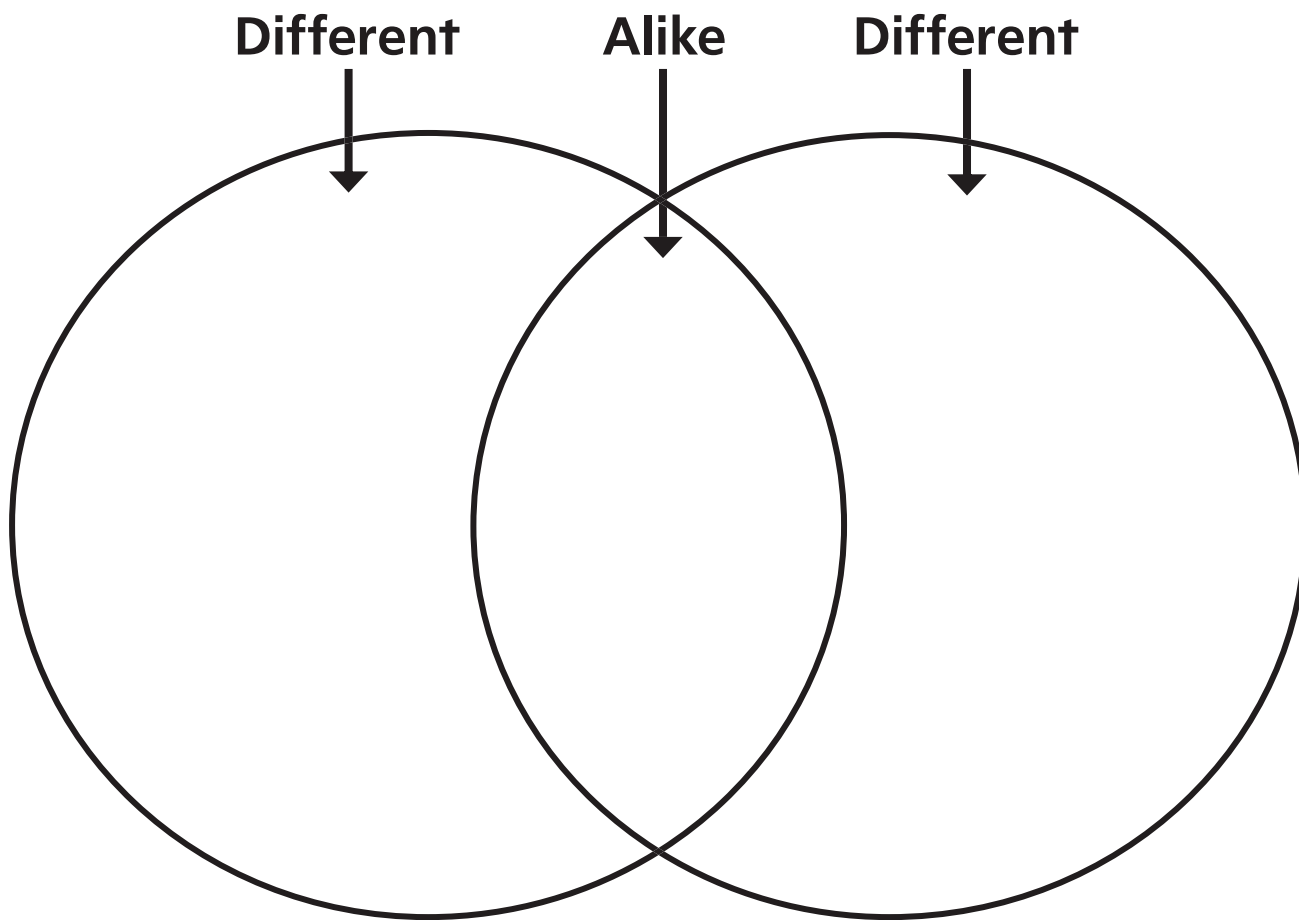
3. He was out _____ **because** _____ he got three strikes.

4. I _____ **would** _____ like to play the game, too.

Name _____

When we look at how two things are the same, we **compare** them. When we look at how they are different, we **contrast** them.

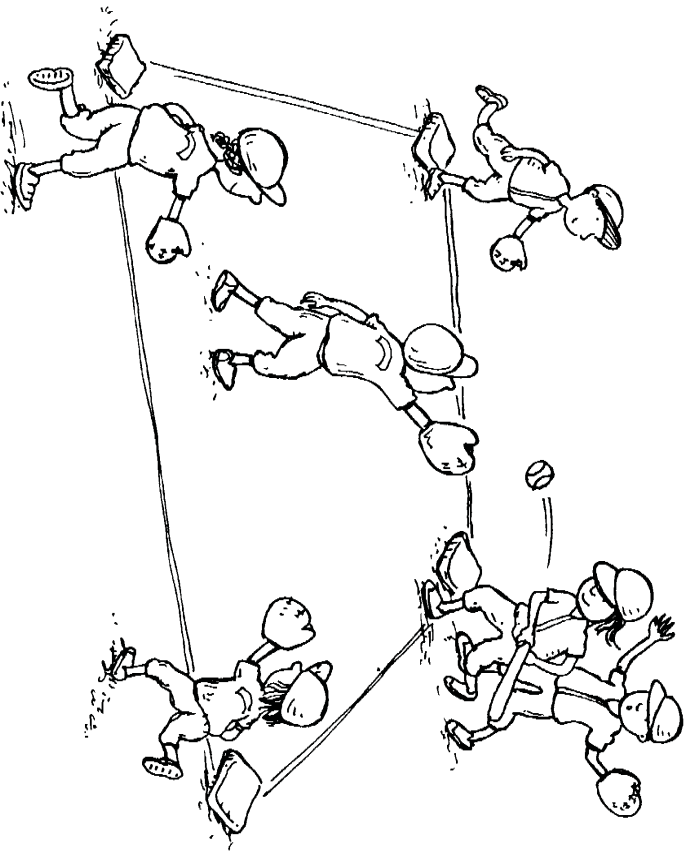
As you read “Fun with Sports,” fill in the Compare and Contrast Chart.



Pick a Sport!



All sorts of sports can
be fun. Pick a sport
that you like. Then try
to play it!



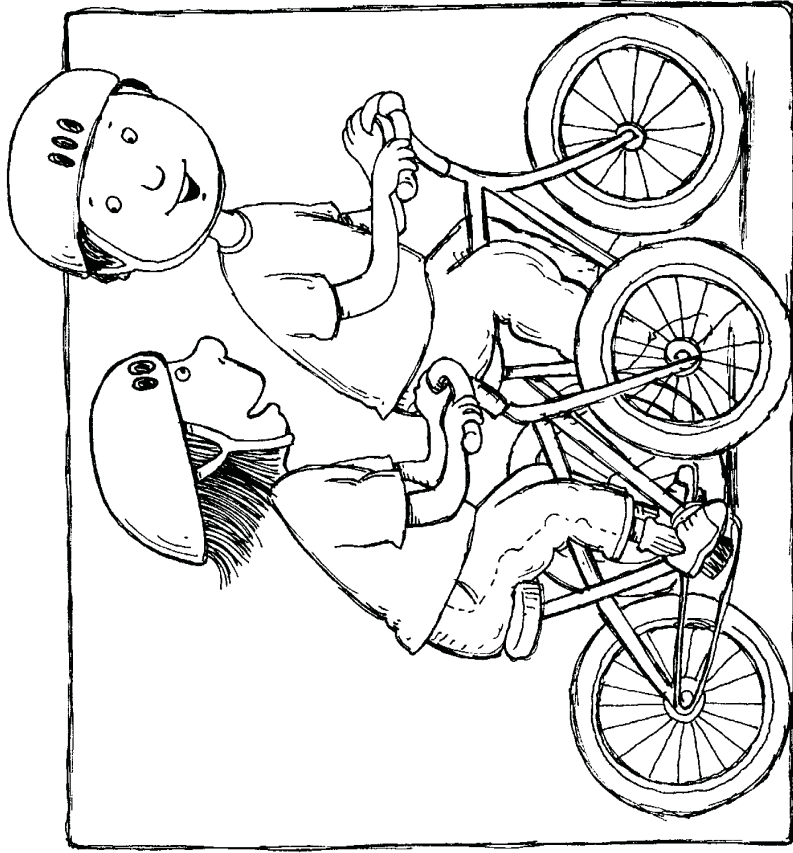
Most kids like team sports.
That batter made a great
hit! She will run around
the bases. Will she make a
home run?

High-Frequency Words:

Circle the words great
and would in the story.

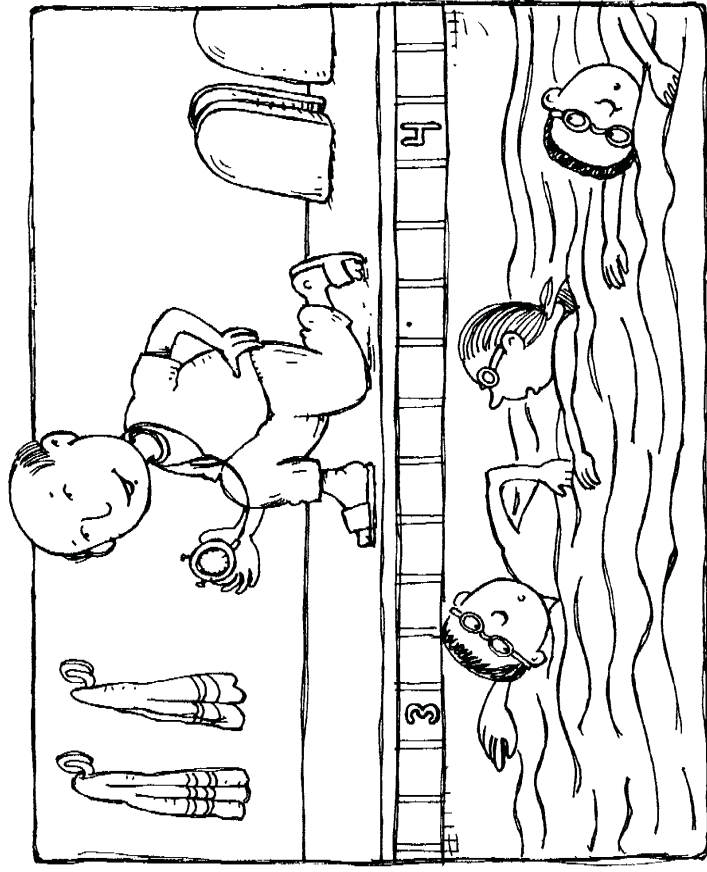


At Home: Ask your
child to read the
book aloud to you.



Riding a bike is a fun sport.
You can ride by yourself or
ride with a pal. Is this the
sort of sport you would like?

Phonics: Underline the words in the story
that have **or** as in short.

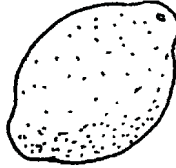
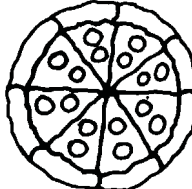
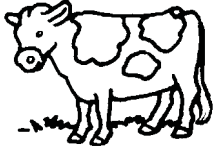
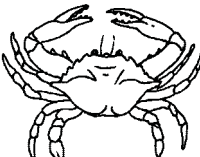
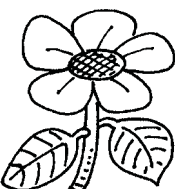
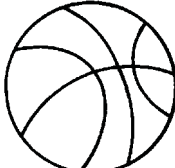


The coach teaches the team
to swim fast and dive.
Today they swim back and
forth. Is this sport for you?

Comprehension: How are swimming and
riding a bike the same?

Name _____

Say the name of each picture. Circle the picture whose name has the same vowel sound as the first picture.

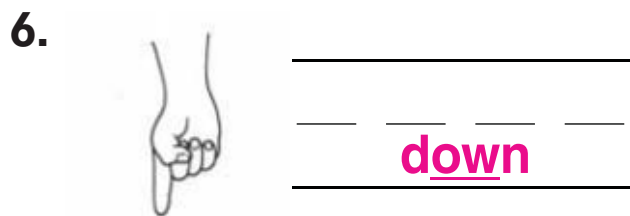
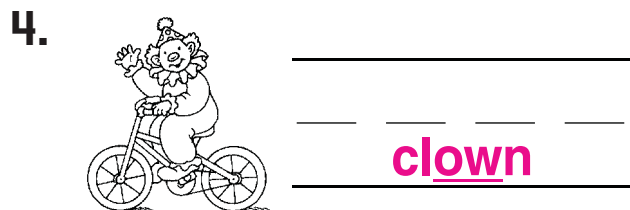
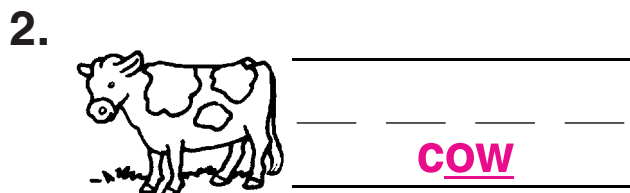
1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

mouthCOW

Look at each picture. Write the picture name on the line. Underline the letters that make the /ow/ sound.

mouse down house ground cow clown



Name _____

A. Read the words in the box. Write one word on each line.

once

upon

fall

buy

1. _____
_____ **once** _____

2. _____
_____ **upon** _____

3. _____
_____ **fall** _____

4. _____
_____ **buy** _____

B. Use a word from the box to finish each sentence.

1. You use money to _____ **buy** _____ things.



2. _____ **Once** _____ I held a monkey!

3. Watch out or you will _____ **fall** _____ !

4. The king sat _____ **upon** _____ a throne.

Name _____

Sequence is what happens first, next, and last in a story.

As you read “Jack and the Beans,” fill in the Sequence Chart.

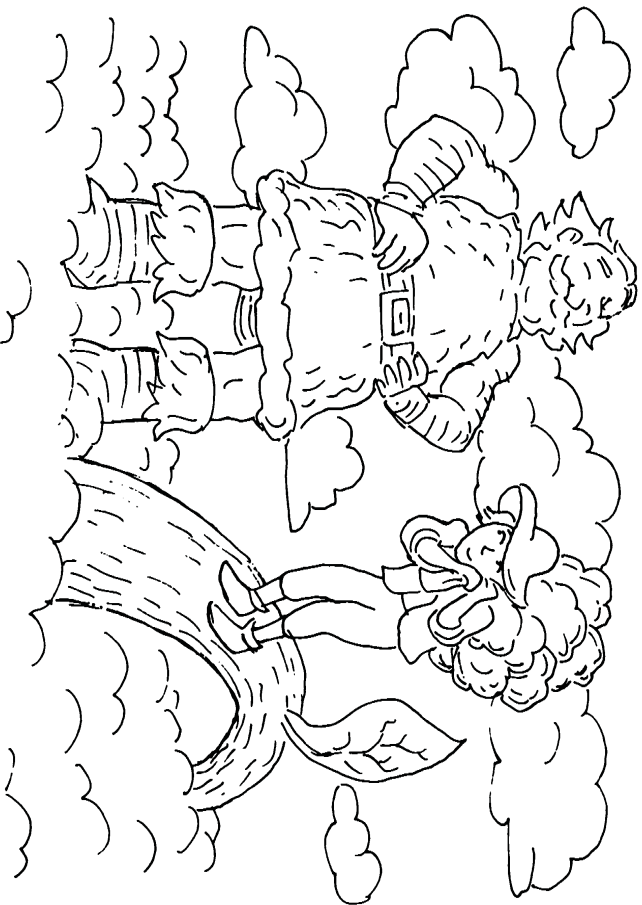
First



Next



Last



The huge man counted out
ten bags of gold.

“Take this for the town,”
he said.

Jack thanked him. In the
town, the crowd cheered!

High-Frequency Words:

Circle the words once,
upon, and buy in the story.



At Home: Ask your
child to read the
book aloud to you.

Gold for Jack's Town



Once upon a time, Jack
planted beans. A big
bean plant rose up to the
clouds! Jack went up the
bean plant.



At the top, Jack spotted a huge man. He was counting his gold.

The man shouted, “How did you get here? Get out now!”

Phonics: Draw a line under words that have the same vowel sound you hear in cow and house.

2



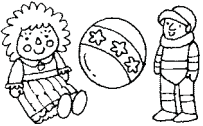
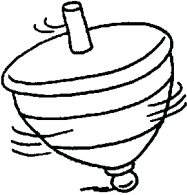
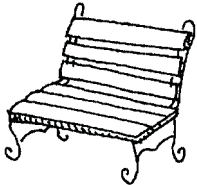
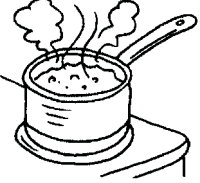
Jack said, “Please, Sir, our town needs help. We need to buy two cows. We need to fix our houses. Will you help us?”

Comprehension: What happened after Jack planted the beans?

3

Name _____

Say the name of each picture. Circle the picture whose name has the same vowel sound as you hear in the first picture.

1. 			
2. 			
3. 			
4. 			

Name _____



joy



boil

A. Look at each picture. Write the picture name on the line.

boy

boil

toys

soil

1.



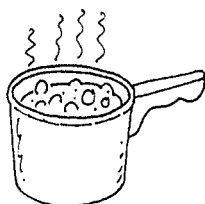
boy

2.



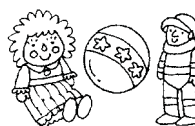
soil

3.



boil

4.



toys

B. Read the words. Circle the two letters that stand for the sound at the end of boy.

broil

joy

toil

noise

toys

coy

Name _____

**A. Circle the word that completes each sentence.
Then write the word on the line.**

1. I use my _____ to see.

eyes nose

2. Did you _____ the box yet?

fall open

3. I have had _____ to eat.

enough work

4. She will take _____ the kids with her.

all done

Name _____

Sequence is what happens first, next, and last in a story.

As you read “Joy’s Surprise,” fill in the Sequence Chart.

First

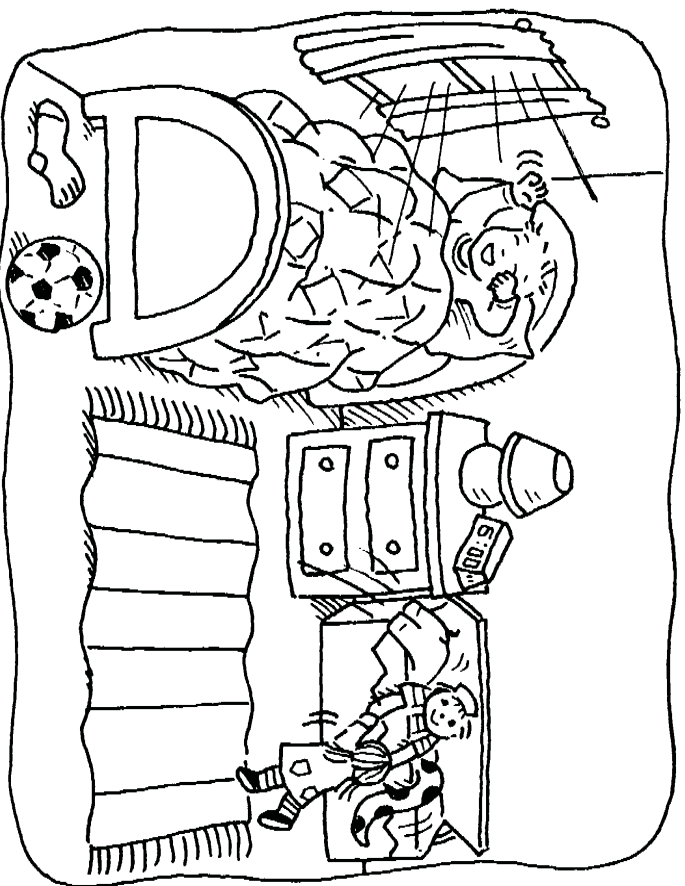


Next

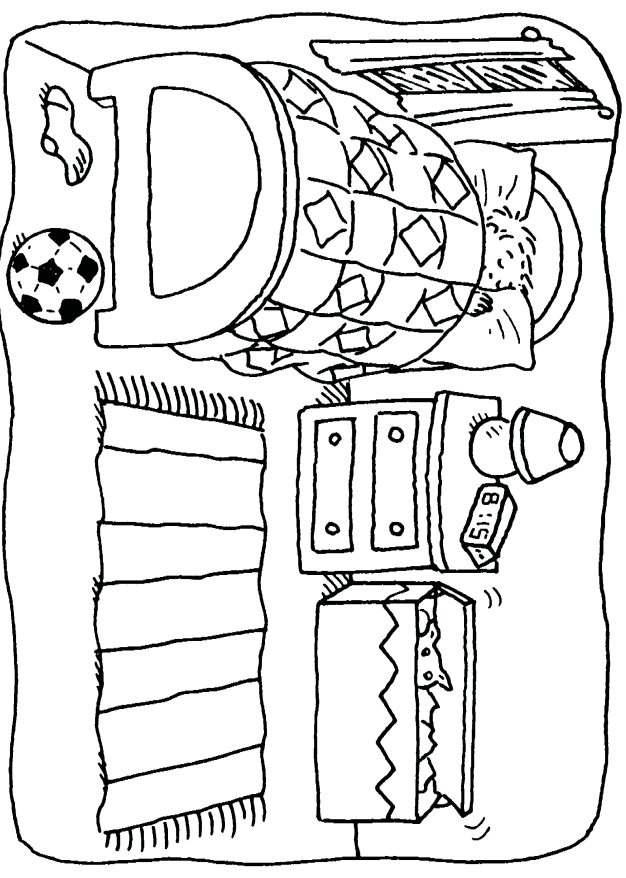


Last

Roy's Toys

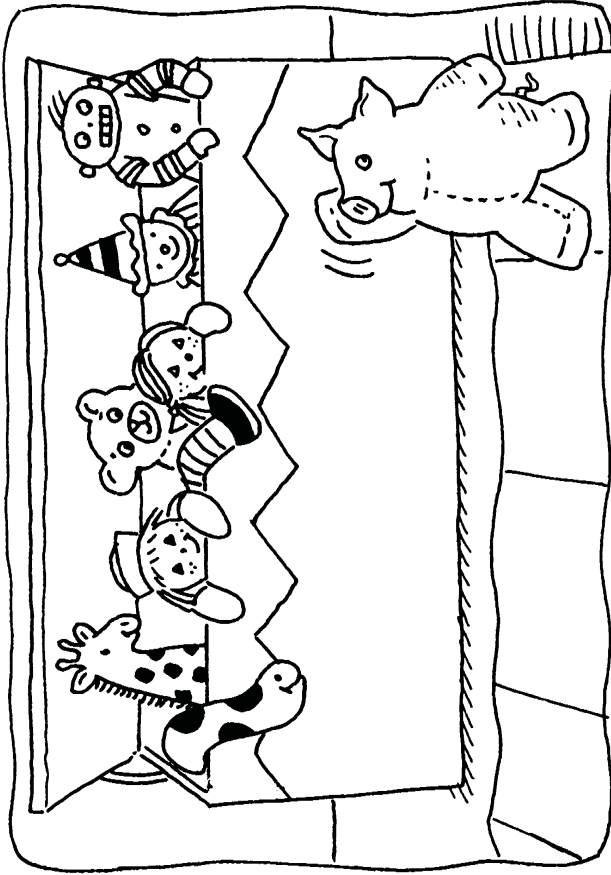


Then Roy's toys got back in the toy chest. Roy would get up soon. But it was time for the toys to go to sleep!



Roy went to bed just like every night. But when he closed his eyes, there was a noise. His toy chest started to open!

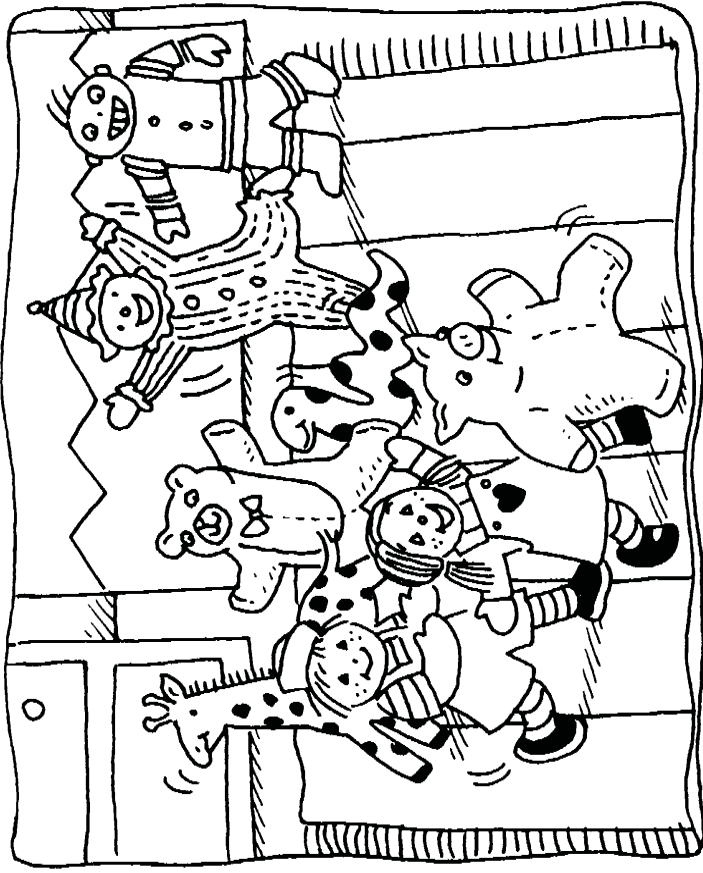




Roy's toy pig peeked out of the chest. It jumped down without making a noise. The other toys joined Pig. It was time for them to play!

Phonics: Draw a line under words with **oy** and **oi**.

2



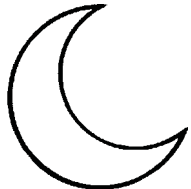
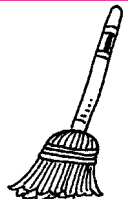
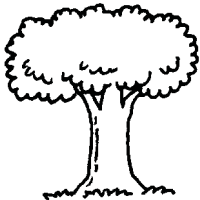
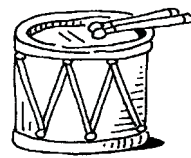
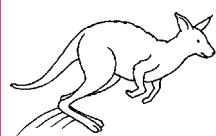
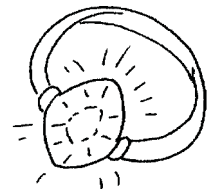
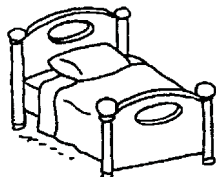
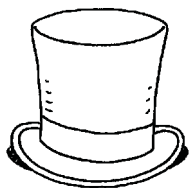
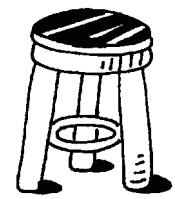
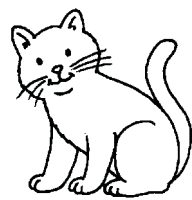
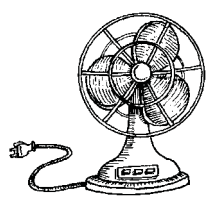
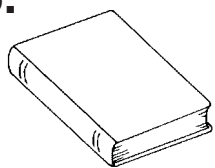
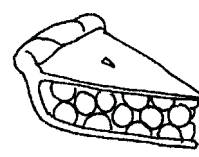
The toys skipped and jumped. Then they marched and sang a tune. "This is fun!" cried the boy and girl dolls.

Comprehension: What happened after the pig jumped out of the chest?

3

Name _____

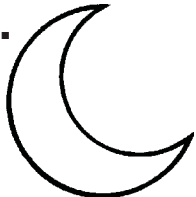
Say the name of each picture. Circle the picture whose name has the same vowel sound as the first picture.

1. 			
2. 			
3. 			
4. 			
5. 			

Name _____

**book****soup****drew**

Circle the word that names each picture. Then write the word on the line.

1.  moon mat mouse _____ _____ moon	2.  tube rat tooth _____ _____ tooth	3.  book foot fool _____ _____ foot
4.  bite blew bat _____ _____ blew	5.  growl get group _____ _____ group	6.  broom boot bunch _____ _____ broom

Name _____

A. Read the words in the box. Write one word on each line.

love

pretty

sure

eight

1. _____

love

2. _____

pretty

3. _____

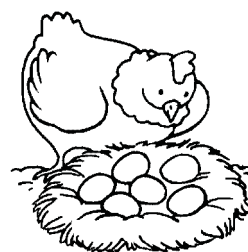
sure

4. _____

eight

B. Use a word from the box to finish each sentence. Write the word on the line.

1. Did the hen lay **eight** eggs?



2. That is such a **pretty** dress!

3. Are you **sure** you do not want to come with us?

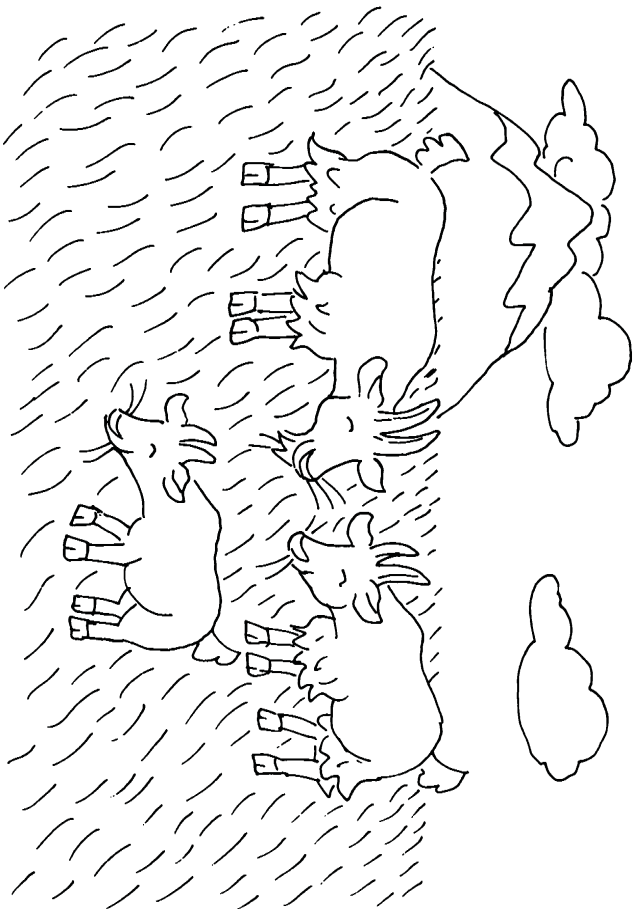
4. I **love** to go to the park.

Name _____

A **fantasy** is a story that could not happen in real life.

As you read “Toys at Night,” fill in the Reality and Fantasy Chart.

Reality	Fantasy
What Could Happen?	What Could Not Happen?



"Me too!" cried Bigger Billy.

"Let's chew," added Little Billy.

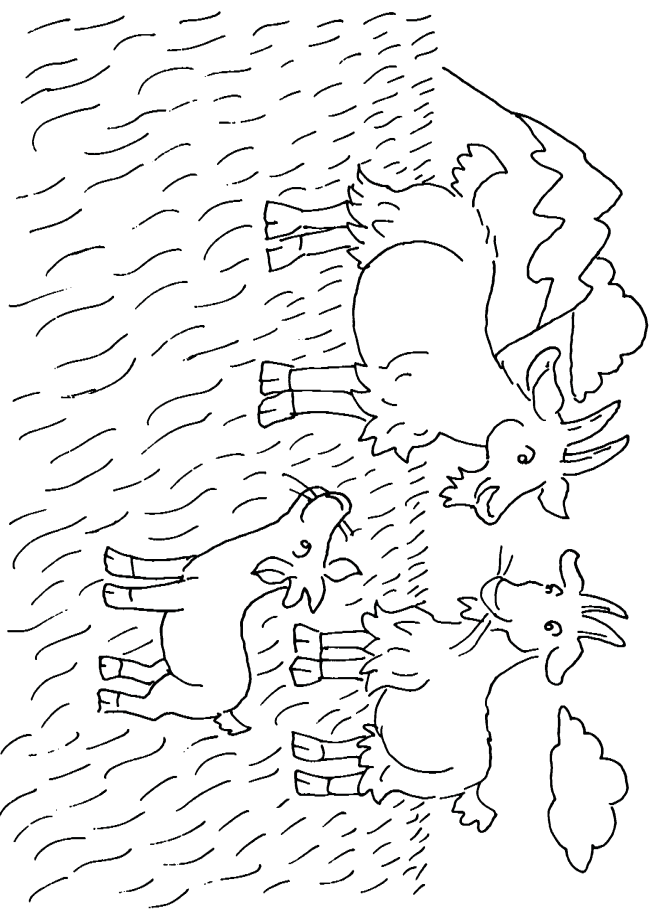
"Good," said Biggest Billy.
Chew! Chomp! Chew!

High-Frequency Words:
Circle the words love and
sure in the story.



At Home: Ask your
child to read the
book aloud to you.

Three Billy Goats



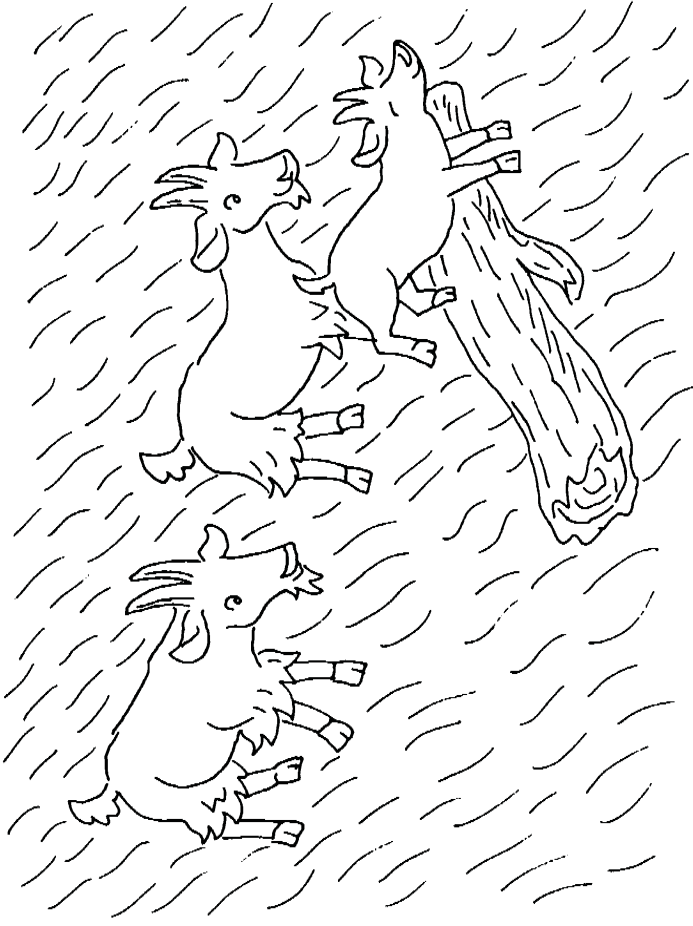
Three Billy Goats chewed
grass all day.

"We love food too much,"
said Little Billy. "We need
to run and jump, too."



“Good thinking,” said Bigger Billy. They got some wood. They each took a turn jumping.

Phonics: Underline the words with oo that have the same vowel sound as food.

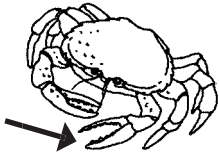
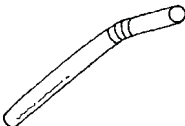
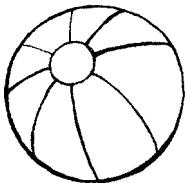
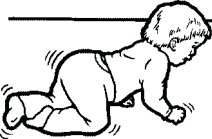
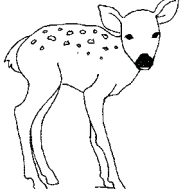


“That was sure fun,” said Little Billy. “Now I am in the mood for food,” said Biggest Billy.

Comprehension: Could this story really happen? Why or why not?

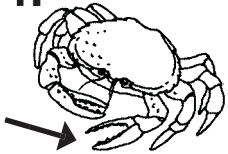
Name _____

Say the name of each picture. Circle the picture whose name has the same vowel sound as the first picture.

1. 			
2. 			
3. 			
4. 			

Name _____

Look at each picture. Use the letter tiles to complete each picture name.

a w u	1. 	c	l	a	w
	2. 	h	a	u	l
a w l	3. 	p	a	w	
	4. 	w	a	l	k
	5. 	y	a	w	n

Name _____

A. Read the words in the box. Write one word on each line.

four

nothing

carry

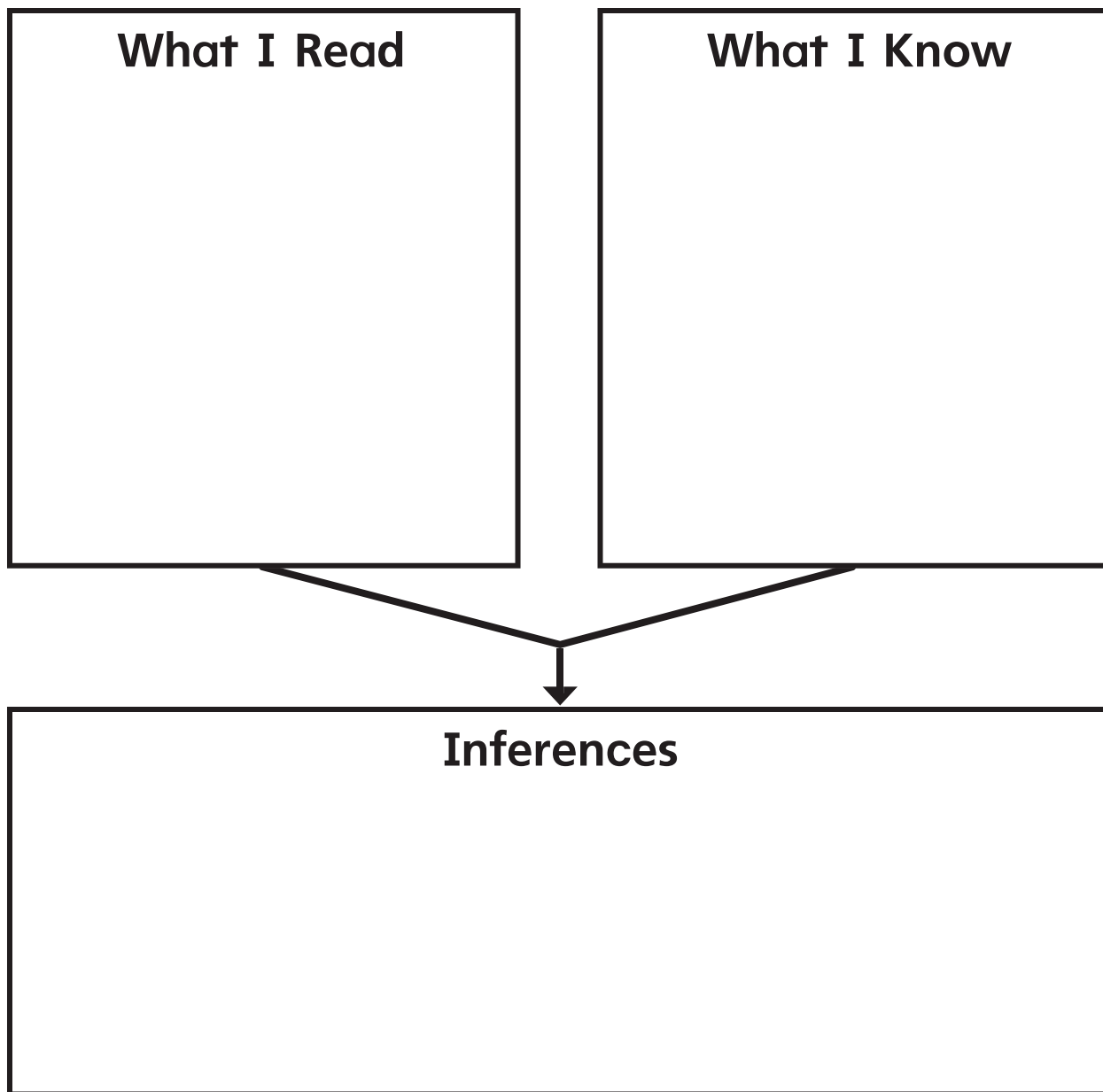
over

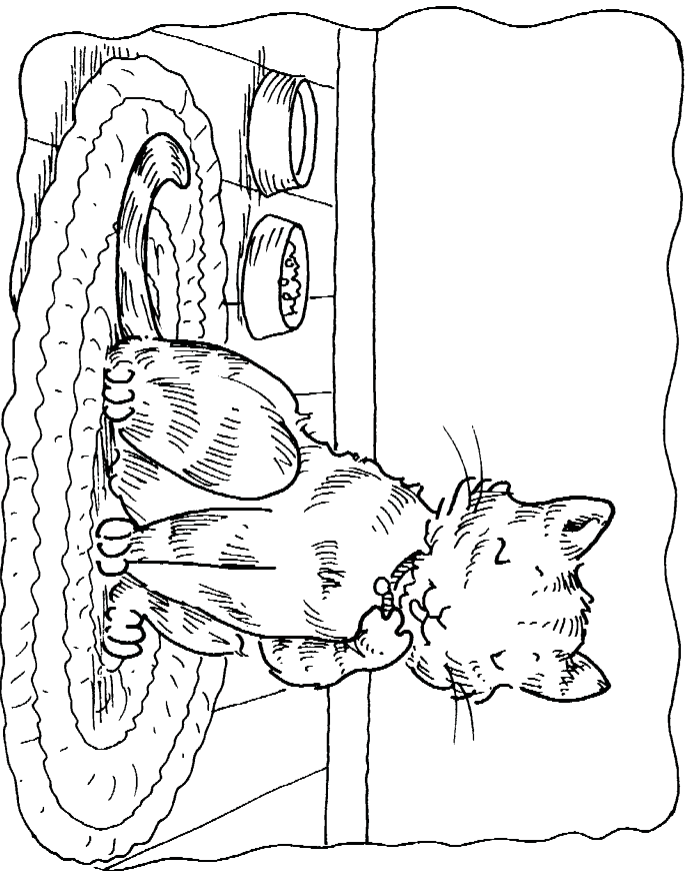
1. _____
_____ **four** _____2. _____
_____ **nothing** _____3. _____
_____ **carry** _____4. _____
_____ **over** _____**B. Use a word from the box to finish each sentence.**1. He draws _____ **four** _____ things.2. Will you _____ **carry** _____ the bag for me?3. There is _____ **nothing** _____ in the box.4. The cat can jump _____ **over** _____ the dog.

Name _____

An **inference** is a guess you make based on the story clues the author gives you.

As you read “Paws and Claws,” fill in the Inference Chart.





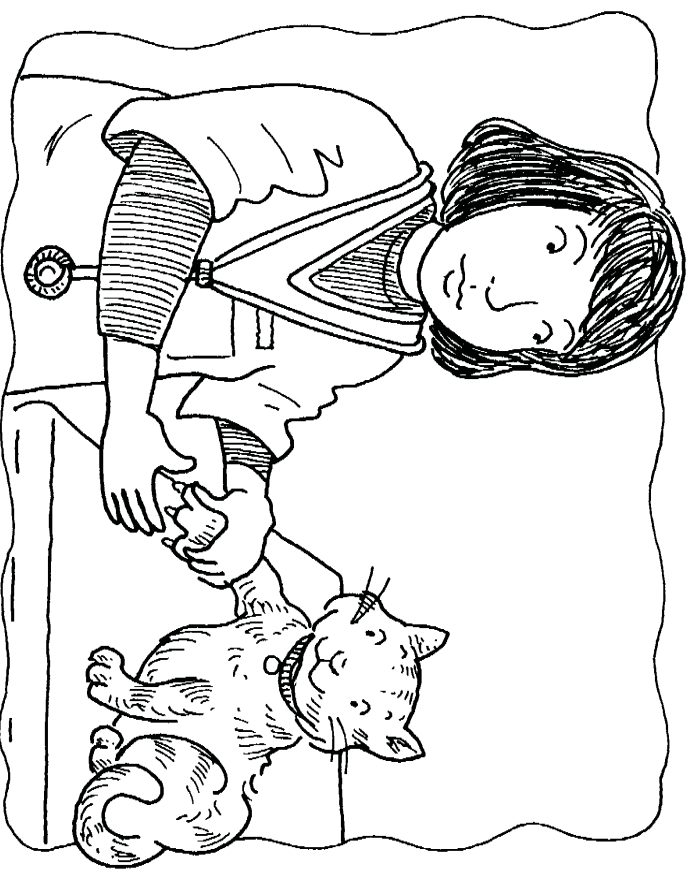
A cat is a very clean
animal. It will wash its
paws after it eats its food.
A cat likes to have clean
paws and sharp claws.



At Home: Ask your
child to read the
book aloud to you.

High-Frequency Words:
Circle the words four and
carry in the story.

A Cat's Claws

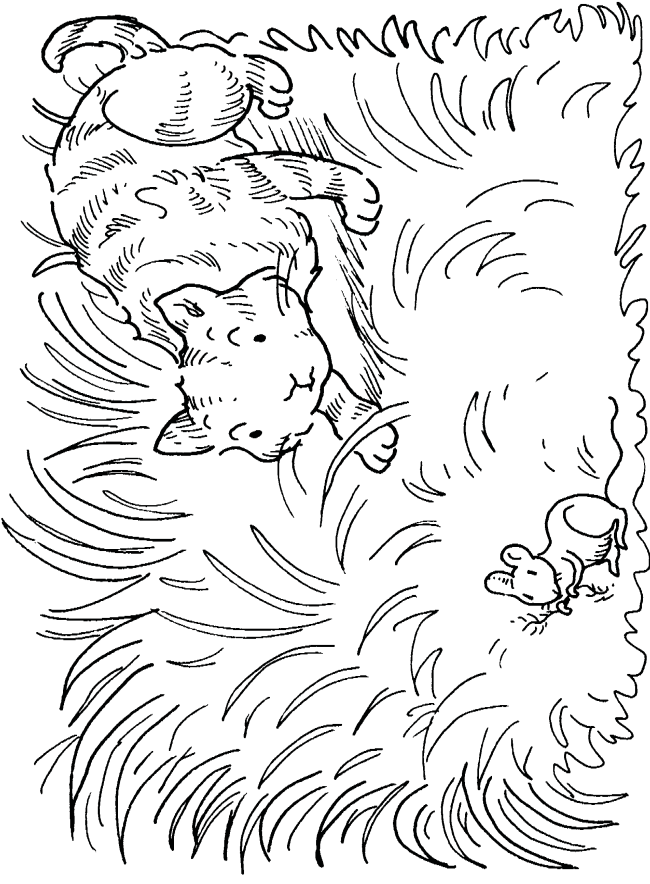


A cat has four paws.
Each paw has claws.
A cat uses its claws for
many things.



A cat's claws are sharp.
A cat needs its sharp claws
to go up a big tree trunk.
Claws help a cat when it
goes down the tree, too.

Phonics: Draw a line under words
with **aw**.



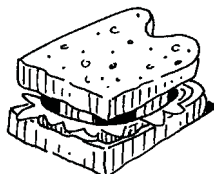
This cat is hunting.
It crawls in the grass to get
something good to eat.
The cat's claws will help it
catch and carry food.

Comprehension: Why is the cat looking
at the mouse?

Name _____

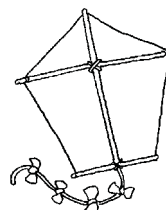
Say the name of each picture. Write the number 1, 2, or 3 to show the number of syllables in the picture name.

1.



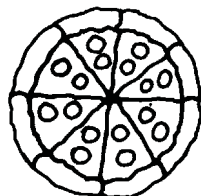
2

2.



1

3.



2

4.



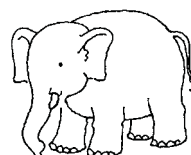
3

5.



1

6.



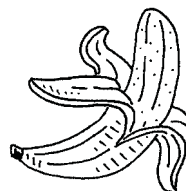
3

7.



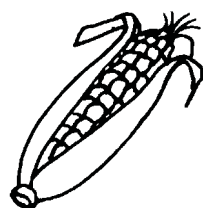
2

8.



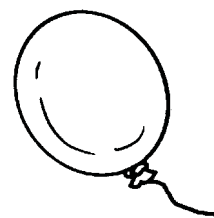
3

9.



1

10.

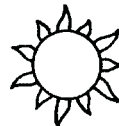


2

Name _____



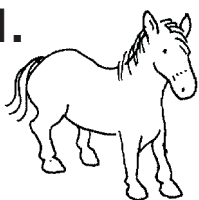
ba/by
Open Syllable



sun/ny
Closed Syllable

Read the words. Write O if the first syllable is open.
Write C if the first syllable is closed. Then underline
the letters that make the open or closed syllable.

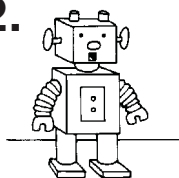
1.



po/ny

O

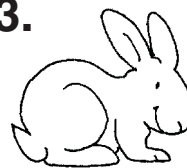
2.



ro/bot

O

3.



rab/bit

C

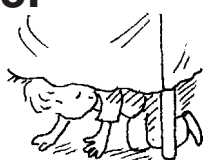
4.



den/tist

C

5.



un/der

C

6.



spi/der

O

Name _____

A. Read the words in the box. Write one word on each line.

call

only

full

one

1. _____
_____ **call** _____2. _____
_____ **only** _____3. _____
_____ **full** _____4. _____
_____ **one** _____

B. Use a word from the box to finish each sentence.

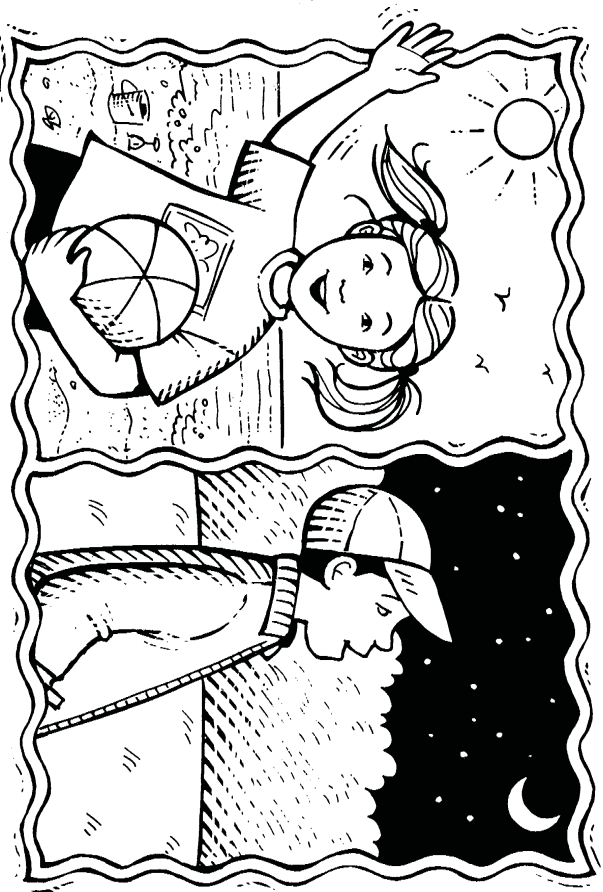
1. There is a **full** moon in the sky.2. There is **one** very bright star.3. Let's **call** Grandma to tell her.4. Grandma **only** lives two blocks away.

Name _____

When you put things that are alike into the same group, you are **classifying** and **categorizing**.

As you read “The Seasons,” fill in the Classify and Categorize Chart.

Season	Activities



Sometimes the moon is
full and round. Sometimes
it appears to be oval.

Sometimes you can only see
a sliver. There is so much to
look at in the sky.

High-Frequency Words:

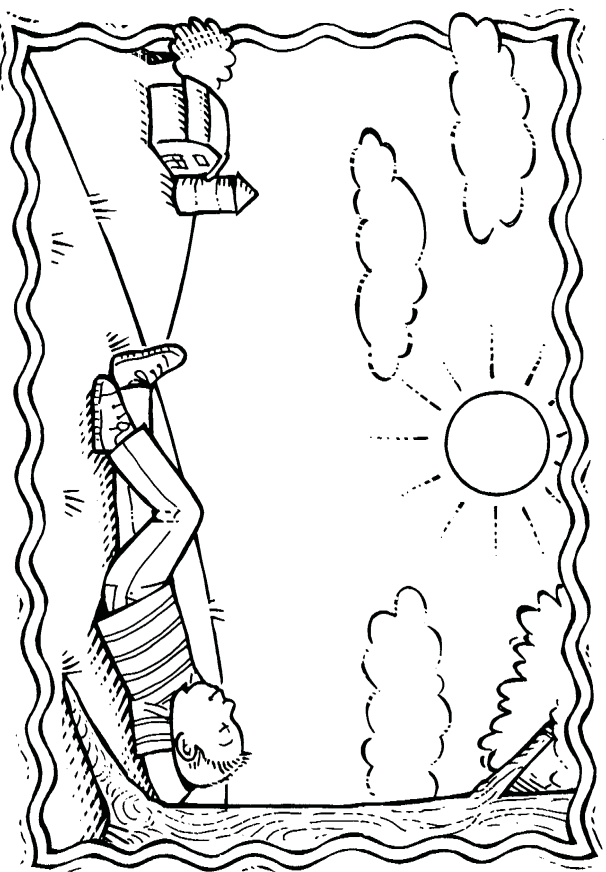
Circle the words one and
full in the story.



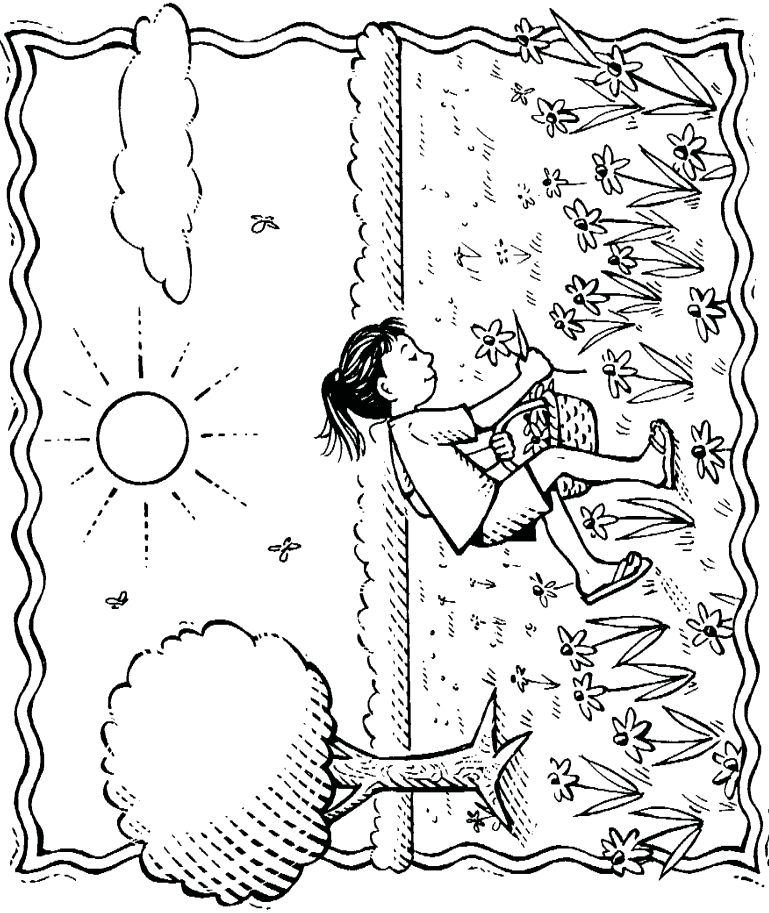
At Home: Ask your
child to read the
book aloud to you.

© Macmillan/McGraw-Hill

The Sun and the Moon



Our planet has one sun.
We can see our sun in
the day. It looks big and
round and yellow.



The sun helps us in many ways. It brings us light and warmth. It helps plants grow and blossom.

Phonics: Draw a line under two words that have a closed syllable.

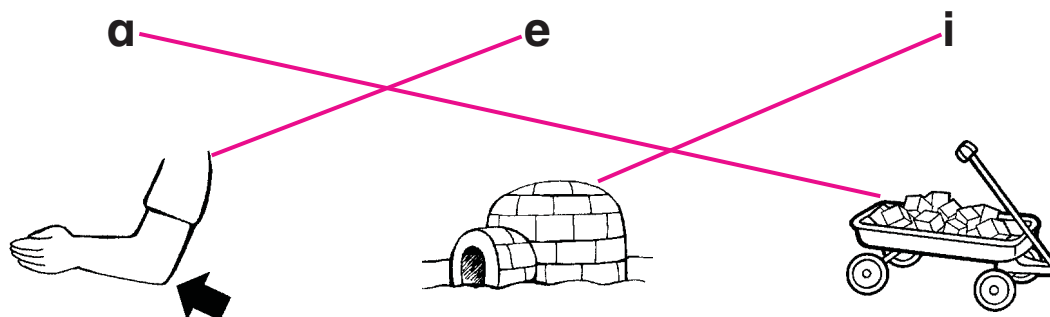


Our planet has one moon. We can see the moon at night. What does the moon look like? That depends on when you happen to be looking.

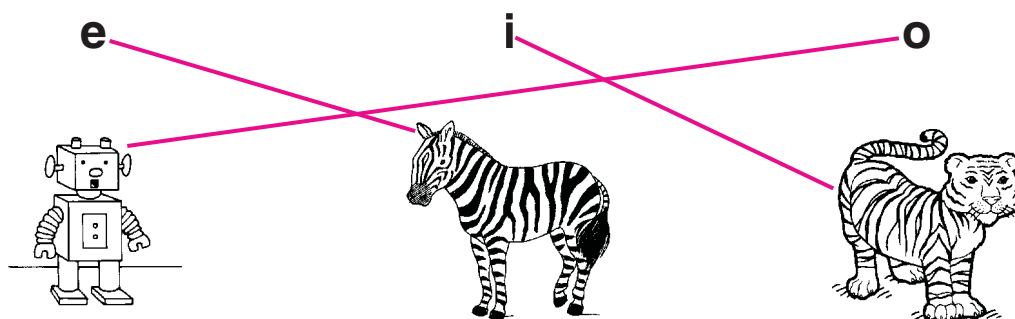
Comprehension: What can you see in the sky during the day? What can you see at night?

Name _____

Say the name of each picture. Listen for the short vowel sound in the first syllable. Match the letter sound to the picture.



Say the name of each picture. Listen for the long vowel sound in the first syllable. Match the letter sound to the picture.



Name _____



li/on

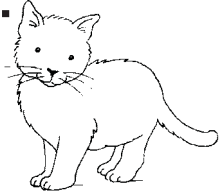
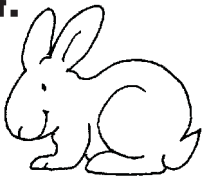
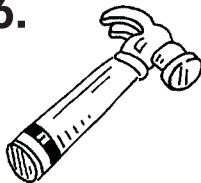
Open Syllable



pan/da

Closed Syllable

Read the words. Write O if the first syllable is open.
Write C if the first syllable is closed. Then underline
the letters that make the open or closed syllable.

1.  <u>kit</u>/ten _____ _____ _____ C	2.  <u>co</u>/bra _____ _____ _____ O	3.  <u>mu</u>/sic _____ _____ _____ O
4.  <u>bun</u>/ny _____ _____ _____ C	5.  <u>spi</u>/der _____ _____ _____ O	6.  <u>ham</u>/mer _____ _____ _____ C

Name _____

A. Read the words in the box. Write one word on each line.

down

after

before

been

1. _____
_____ **down** _____

2. _____
_____ **after** _____

3. _____
_____ **before** _____

4. _____
_____ **been** _____

B. Use a word from the box to finish each sentence.

1. We will dry the dog _____ **after** _____ his bath.



2. I brush my teeth _____ **before** _____ I go to bed.

3. Have you _____ **been** _____ to the park?

4. May I sit _____ **down** _____ here?

Name _____

To **predict** means to make a good guess about what you think will happen next in a story.

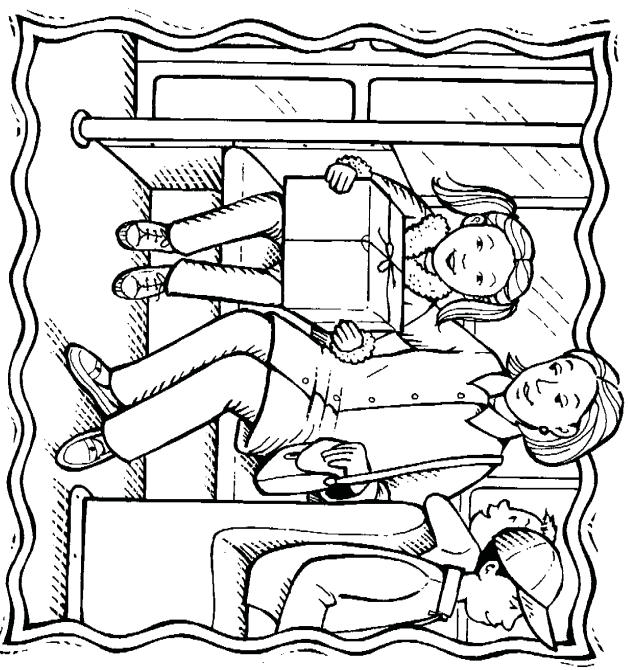
As you read “Let’s Plant Seeds,” fill in the Predictions Chart.

What I Predict	What Happens



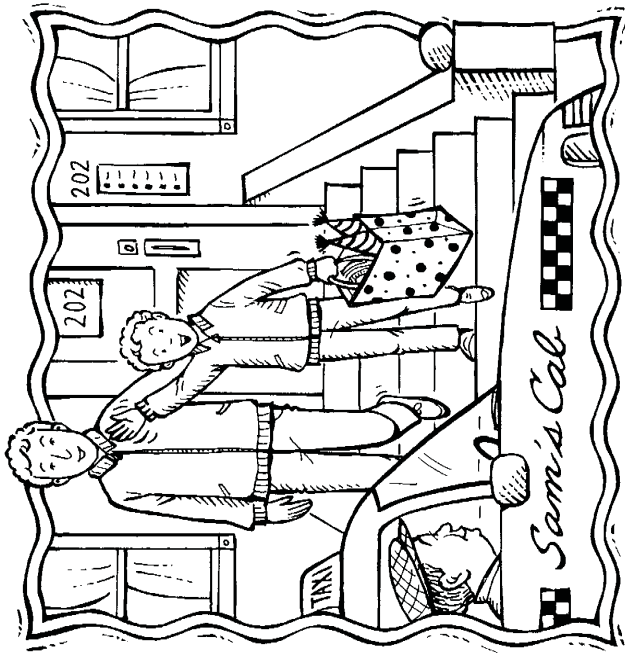
“We love you, Gram,” say Jennifer and Jason.
“What a splendid surprise!” says Gram.

Surprise for Gram



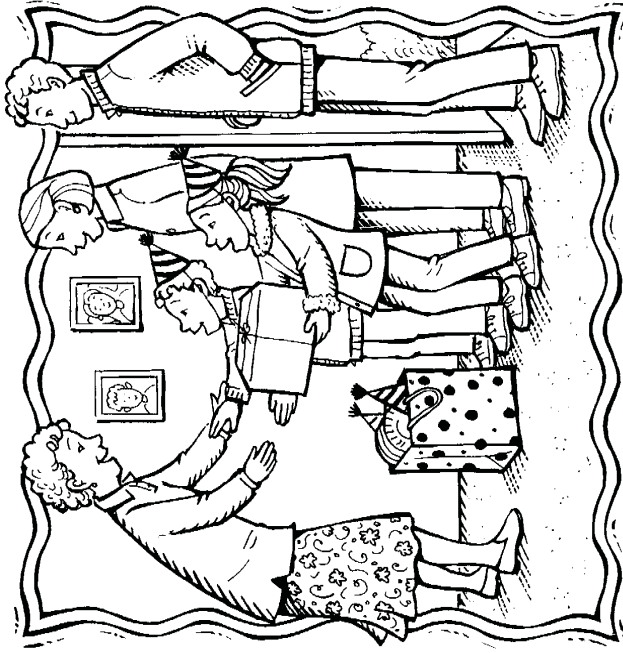
It is Gram’s birthday. The children are planning a surprise. They have been preparing all week. Jennifer and Mom baked a cake for the event.





Jason and Dad bring the party favors. They take a cab to Gram's. Then they will meet Jennifer and Mom. Before they go in, they finish making plans.

Phonics: Draw a line under two words that have an open syllable.

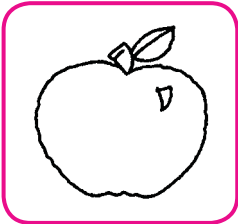
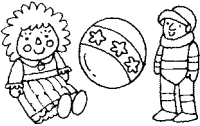
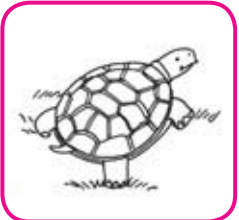
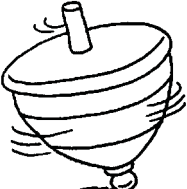
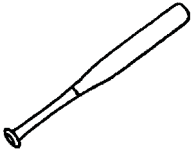
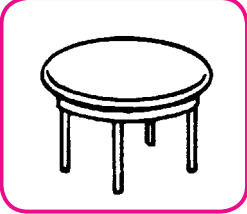
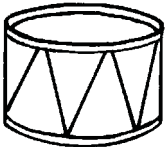


The children decide to put on hats. After Gram opens the door, they give her gifts. "I did not expect this!" says Gram.

Comprehension: How did you think the children would surprise Gram?

Name _____

Say the name of each picture. Circle the picture in each row whose name ends in the sound /əl/.

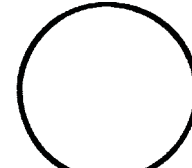
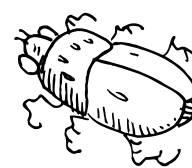
1.				
2.				
3.				
4.				

Name _____



Look at each picture. Write the picture name on the line. Draw a line between the two syllables. Then underline the letters that make the final stable syllable.

turtle table juggle circle beetle candle

1.  tur/tle
2.  can/dle
3.  jug/gle
4.  ta/ble
5.  cir/cle
6.  bee/tle

Name _____

A. Read the words in the box. Write one word on each line.

their

always

around

laugh

1. _____
_____ **their** _____2. _____
_____ **always** _____3. _____
_____ **around** _____4. _____
_____ **laugh** _____

B. Use a word from the box to finish each sentence.

1. My pals love to walk _____ **their** _____ dogs.2. I _____ **laugh** _____ at Mom's joke.3. It is _____ **always** _____ fun to go to music class.4. We run _____ **around** _____ the track two times.

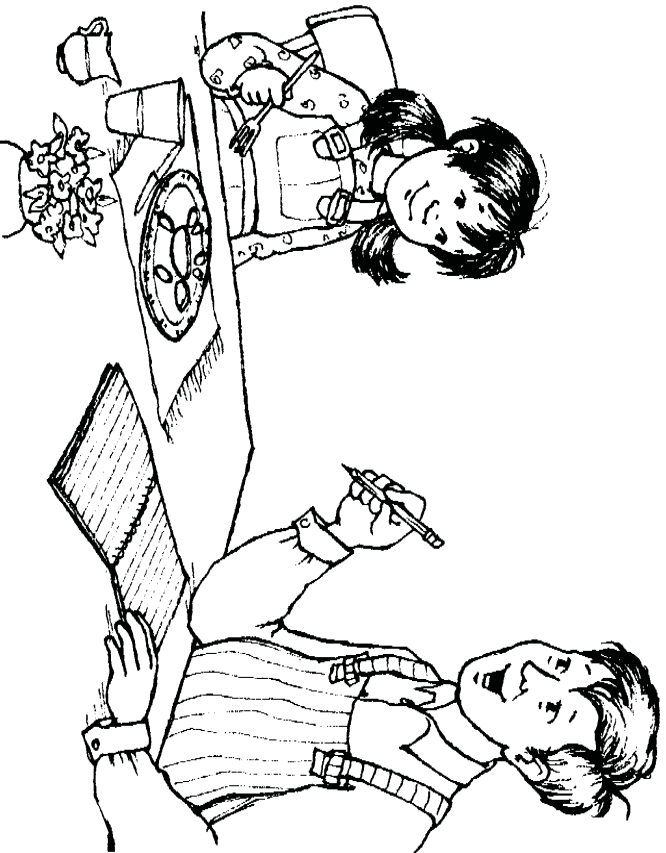
Name _____

The **characters** are the people or animals in the story.
The **setting** is where the story takes place.

As you read “Three Billy Goats,” fill in the Character and Setting Chart.

Setting	What the Characters Do There

Pancake Puzzle



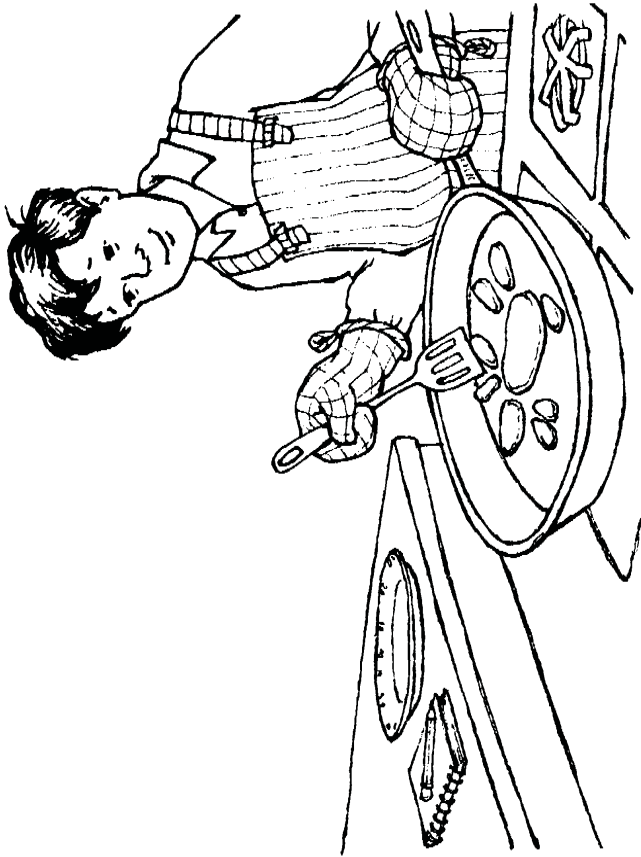
Then she gave a little laugh.
“Are we getting a dog?” she asked.
“Yes,” said Dad. “Maybe we can call it Pancake.”

High-Frequency Words:

Circle the words always
and laugh in the story.



At Home: Ask your
child to read the
book aloud to you.



“What’s up, Dad?” asked Gwen.

“Something little is coming,” said Dad with a giggle.
 “Something you can cuddle.”

Phonics: Underline all words that have a final syllable with **-le**.



Then Dad put lots of small pieces of pancake on Gwen’s plate. Gwen looked at it. It was like a puzzle.

Comprehension: How do you think Gwen feels when she realizes it’s a dog?